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ABSTRACT

"Illinois Trustee," the official publication of the Illinois Community College Trustees Association (ICCTA), is distributed to all trustees, chancellors, and presidents, as well as to other persons interested in the public community colleges of Illinois. These four issues of volume 24 include the following articles: (1) "Community College Budget Up 3.5% for FY94; All 10 Capital Projects are Funded"; (2) "A Day in the Life of an ICCTA Lobbyist," (Audrey Trotter); (3) "Gender Equity and College Athletics," (Cardiss Collins); (4) "Did Rising Tuition Cause Falling Enrollment in Fall 1993?" (5) "20 Steps to Responsible Trusteeship," (6) "Why I Support a National Service Plan," (George Sangmeister); (7) "ICCB's Israel Challenges Trustees to Become College Advocates"; (8) "ICCTA's Legislative Agenda"; (9) "Trustee Education: Who Needs It?" (Peggy Connolly); (10) "Building a Systematic Approach to Government Relations"; (11) "Guess Who's Coming to College: Enrollment Study Raises Questions for College Boards," (Gary Davis); and (12) "How Legislators Make Decisions," (Vicki Moseley). In addition, each issue provides a number of short articles covering current ICCTA activities, decision and concerns, while most also include the following regular columns: remarks by the ICCTA president; "The Legal Corner" (which deals specifically with sexual harassment in this volume); and "Names in the News." (YKH)

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Volume 24, No. 1-4

Summer 1993 - Summer 1994

Illinois Community College Trustees Association

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ILLINOIS TRUSTEE

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Edgar signs veto-free budget on July 14

Community college budget up 3.5% for FY 94; all 10 capital projects are funded

The Illinois General Assembly completed its second-longest session ever on July 13 -- and the community college system was one of the beneficiaries of lawmakers' last-minute budgeteering.

For the first time ever, the General Assembly approved funding for all 10 requested community college capital projects.

Because Gov. Jim Edgar immediately signed the budget package into law on July 14 without a single line-item veto, community colleges will not have to ask legislators to restore any governor-inflicted funding cuts in the fall override session.

Highlights of the community college budget

OPERATING BUDGET

The fiscal year 1994 operating budget for the community college system contains an increase of 3.5 percent, or nearly $8 million, over last year's appropriation.

Grants to colleges were raised 3.6 percent. According to data from the Illinois Community College Board, this amount includes:

- a 4.2-percent increase (or $6.4 million) in credit hour grants;
- a 2.3-percent increase (or $999,200) in equalization grants; and
- a 2.1-percent increase (or $76,600) in workforce preparation grants.

The total increase in grants to colleges mirrors the budget proposal adopted by the Senate in April, which added $2.4 million in community college funding to the Governor's budget request. However, the final FY 94 budget is $3 million less than recommended by the Illinois Board of Higher Education and nearly $11 million less than requested by ICCB.

ICCB officials also note that the overall increase raises grant levels for all but seven commmunity college districts.

CAPITAL BUDGET

For the first time ever, the General Assembly approved funding for all 10 requested community college capital projects. Included is money for an instructional building at Elgin Community College, which was high on IBHE's capital priority list but left out of the Governor's budget request.

Significantly, nine of the 10 requests will receive enough funding to complete the entire project.

Funding for capital projects at individual community colleges, plus capital renewal grants of $3.6 million, totals over $40 million -- an increase of $22.2 million over FY 93.

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Inside the *Trustee*

A look at ICCTA's 1992-93 year . . . . . p. 2

A day in the life of an ICCTA lobbyist . . . p. 6

Gender equity and college athletics . . . . . p. 8

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A look at ICCTA's 1992-93 year

By Jeanne Blackman
1992 - 93 ICCTA President
Trustee, Lincoln Land Community College

The end of June brings the final days of my term as president of the Trustees Association. As I look back over the year, I think that we all can take pride in our association and our accomplishments during the past 12 months.

Trustee education

In 1992-93, ICCTA offered seminars on lobbying techniques, board teamwork, the responsibilities of board chairs, conflict resolution, total quality management, Illinois adult education, and dealing with pressure groups.

ICCTA assisted boards seeking to hire new presidents and advised trustees on issues from board agenda-setting to guaranteeing the quality of instruction.

Our annual convention served more than 300 persons, including Secretary of State George Ryan, Illinois Chamber of Commerce president Sally Jackson, Illinois Manufacturers Association director Greg Baise, and Illinois Community College Board chair Harry L. Crisp II.

To recognize and encourage outstanding trusteeship, ICCTA presented the Trustee Education Award to five trustees and the Ray Hartstein Trustee Achievement Award to Carl Sandburg College trustee Tom L. Wilson.

Legislative advocacy

We sponsored our annual Lobby Day on May 12, with trustees and presidents joining together to oppose extension of property tax caps. We also stopped Senate Bill 590, a measure designed to move property off the real property tax rolls.

The association initiated successful legislation to recognize community colleges on GED certificates. This measure is just the first step in ICCTA's efforts to obtain fair funding for adult education at community colleges.

Trustees drew the attention of the Illinois Student Assistance Commission to the significant underfunding of the Illinois

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ILLINOIS TRUSTEE

The *Illinois Trustee* is the official publication of the Illinois Community College Trustees Association. The *Trustee* is mailed six times a year to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.

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Budget

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In addition, $15 million was allocated for IBHE's proposed statewide telecommunications network.

Other elements of the FY 94 budget agreement

- Illinois higher education will see a $52.4-million increase in its FY 94 operating budget -- $15.4 million above the $37-million increase proposed by Gov. Edgar.
- A $1 million retirement reserve fund will assist colleges and universities in recovering the costs associated with the early retirement plan. The one-year employer pick-up of the existing early retirement option passed last year by the General Assembly has generated more interest than anticipated, with participation running at about 9 percent of those eligible.
- "Learning zones" within the Chicago public school system will allow some schools to be exempted from burdensome state mandates.
- A 14¢ increase in the cigarette tax -- and a 20-percent increase in other tobacco taxes -- will replace the much-despised "granny tax" (a $6.30-a-day bed tax on private nursing home residents).
- The 0.25-percent "temporary" income-tax surcharge was made permanent, maintaining the state income tax rate at 3 percent. After considerable negotiating, state government will receive 75 percent and local governments 25 percent of the revenue in FY 94. In FY 95 and FY 96, all surcharge monies will go to the state, while local governments receive other funding to offset their losses.
- Four Chicago taxes -- on vehicles, big-ticket items, telecommunications, and photofinishing -- were also made permanent.
- Legislators increased 95 other fees, including those on hunting, fishing, camping, and some professional licenses. Several of the state's historic sites also won the go-ahead to charge admission fees for the first time.
- Cook County will hold a nonbinding advisory referendum in November 1994 on whether property tax caps should be imposed in that county.
- Residents in suburban Cook County will also get the chance to vote for their first elected regional school superintendent.
- The emerging influence of the Chicago suburbs was reflected in the approval of toll-road extensions for I-294, I-355, and Illinois Rt. 53.
- A 19-percent (or $109 million) funding increase is allocated for the Department of Children and Family Services, which is under a court order to implement major reforms.
- A 4.9-percent budget boost for the Department of Public Aid will provide $10-a-month grant increases for certain two- or three-children families on public assistance.

Illinois higher education will see a $52.4-million increase in its FY 94 operating budget -- $15.4 million above the $37-million increase proposed by Gov. Edgar.

- A "super max" prison costing $60 million will be built to house the most dangerous inmates. Additional alternatives to incarceration are included.
- State agencies trying to comply with the Americans with Disabilities Act will have access to $100 million in bond funds.

The Illinois General Assembly will reconvene for its fall veto session on Sept. 29, Oct. 12 - 14, and Oct. 26 - 28. Discussion will undoubtedly focus on flood-relief efforts, riverboat gambling, and the Chicago school funding crisis.

For more information on the FY 94 community college budget or other legislative matters, call Mike Monaghan at the ICCTA office (217/528-2858).

For your information . . .

Community service becomes an ASSET

The **College of DuPage** is one of five state institutions involved in a pilot program based on the national service corps proposed by President Clinton.

The Alternative Student Service Education Trust (ASSET) will match co-op students with non-profit or tax-exempt organizations as part of their academic coursework. In addition to valuable work experience, the interns will receive vouchers that can be used to pay tuition and fees or student loans.

ASSET is funded through the Illinois Student Assistance Commission. Other colleges involved in the pilot project are Bradley University, the Illinois Institute of Technology, Illinois State University, and Northern Illinois University.

Awards corner

Yes, Illinois' community colleges really are as good as we say they are. Just look at some of the awards they've picked up lately:

- In April, **Belleville Area College** won a Commitment to Community Award from Belleville Economic Progress Inc. The honor is presented each month to BEPI members who promote the economic stability and quality of life in the Belleville area.

- The National Council of Instructional Administrators has presented the **College of DuPage** with its Best Faculty Strategy for Student Success Award. COD earned the honor for its "Making Choices for Student Success" project, which focused on teaching approaches in the classroom.

- Three schools have received Workforce Preparation Awards from the Illinois Community College Board. **Prairie State College** was cited for its "Computers on the Go" program, which provides cost-effective, on-site computer training for area employers. **Rock Valley College**'s Tech Prep Youth Apprenticeship Training program won praise for training high school students in skills needed for a manufacturing career. **Wilbur Wright College** was honored for bringing on-site GED and computer classes to employees at Eli's Cheesecake Company.

- **Rock Valley**'s Youth Apprenticeship program has also been singled out by the State Board of Education. The program is one of two in the state to receive a "Building Fairness" award for gender balance; in its first year, the program trained five girls and eight boys.

- A **South Suburban College** documentary placed third in the nation in the Community College Association for Instruction and Technology's Video Award Competition. The video highlighted college activities during National Collegiate Alcohol Awareness Week in October 1991.

- Two other schools have been honored for their work in substance abuse prevention and education by the Illinois Community College Board. **William Rainey Harper College** has created the Drug Alcohol Wellness Network (DAWN) to coordinate prevention activities -- including the "Rainey Retreat" for staff and students. **McHenry County College** adopted a drug-free workplace policy in 1989 and has since offered parenting skills training and seminars on healthy lifestyle habits.

Trustee election update

Nearly one-third (or 103) of Illinois' community college trustee seats will be on the ballot during the Nov. 2 non-partisan election.

Incumbents and potential candidates have been circulating nominating petitions since May 25. Deadline for filing the petitions with the State Board of Elections is Aug. 16 - 23.

As information becomes available, the Trustees Association will compile statistics on the number of incumbents running, the number of open seats, and other pertinent data. ICCTA will also sponsor an orientation for newly elected board members in January 1994.

For your information . . .

Illinois system receives $1 million gift

Guess who's the newest millionaire on the block? It's the **Illinois Community College System Foundation**, the lucky recipient of a $1 million endowment from the Illinois Health Improvement Association.

The gift, which is primarily for scholarships to community college students in health care programs, was announced by ICCB chair Harry L. Crisp II during a college presidents' meeting at the Governor's Mansion in April.

Gov. Jim Edgar praised the collaboration between the health care group and community colleges. "I congratulate the Illinois Community College Board and community college officials for doing the kind of job that encourages the private sector to become partners with them in improving the quality of life in Illinois," he said.

Reading, writing 'n' remote control: ICCB turns on telecommunications network

Illinois Bell and the Illinois Community College Board are reaching out and touching four colleges with the help of an experimental telecommunications project.

The new Teachlink distance-learning network -- the first of its kind in Illinois -- will connect **Waubonsee Community College**'s two campuses with **Elgin Community College**, **McHenry County College**, and Aurora University. Sixteen classes will be offered over the network this fall, and students and teachers at each school will be able to interact with each other as if they were in the same room.

ICCB officials say that the one-year trial project is just the first step in the creation of a statewide distance learning network that will eventually include elementary and secondary schools as well as local businesses.

ICCTA Lobby Day

Trustees and presidents turned out in force for ICCTA's annual *Lobby Day*, held this year on May 12. In addition to sharing their schools' success stories, college officials lobbied state lawmakers for increased funding and against property tax caps. Among those in attendance:

ABOVE: ICCTA executive director Gary Davis (left) and Sen. Carl Hawkinson of Peoria

RIGHT: Rep. Larry Hicks (left), Illinois Eastern Community Colleges board chair Kent Wattleworth, and IECC trustee Bessie Dulgar

Photos by Ginny Lee

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A day in the life of an ICCTA lobbyist

By Audrey Trotter
Assistant dean for instructional services
Harry S Truman College

Locally, through day-to-day campus operations, I have often wondered how policy that impacts community colleges is created. Who shapes policy decisions that we must implement at our institutions? What rationale exists for policy decisions? How do ideas become policies? What kind of processes take place before policy is structured for implementation?

As ICCTA's fourth legislative intern, I had an opportunity to work with Gary Davis, Michael Monaghan and Robert Maher, who advocate for community college issues in our state capital. This experience allowed me to view first-hand the process of policy decision-making that affects our community colleges in Illinois.

As a legislative intern, I discovered that the work day of a lobbyist is about as predictable as the weather! Some days begin very early, only to turn into 12-hour stretches.

Mike usually begins his day at the ICCTA office with a review of the computerized Legislative Information System that allows ICCTA to follow the status of over 150 or more currently pending bills. These bills address critical policy issues or legislation that may impact community colleges or institutions of higher education.

ICCTA legislative intern Audrey Trotter (center) coordinates a meeting between state Sen. Alice Palmer of Chicago (second from left) and City Colleges presidents Wallace Appelson (Truman), Harold Pates (Kennedy-King), and Homer Franklin (Olive-Harvey).

Bob generally begins his day by emptying the ICCTA box at the capitol building that contains copies of the bills under the scrutiny of ICCTA. Each bill is reviewed to ascertain if the current reading of the bill or any amendments are in line with the Trustees Association's goals. A slight change in the reading of legislation can mean a trip to "the rail" (where information is exchanged between our legislators and various constituents) on the third floor of the capitol building.

The issues dictate the daily agenda for Mike and Bob. A busy day may lead Gary, as executive director, to underscore ICCTA's goals at a meeting, and Mike to contact legislators at the capitol building for their feelings relative to a key issue, while Bob is meeting with other legislators who may still be undecided as to how much support, if any, they will give to specific legislation.

At the same time, the intern covers the Senate and/or House proceedings. One never knows when, how or who in their advocacy role may aid in changing a "no" vote to a "yes."

My interactions, discussions and observations with Gary, Bob and Mike about advocacy roles taught me a couple of invaluable lessons.

Gary provided me with my first day's orientation to the capitol and helped me to focus my thoughts toward the policy questions in my mind. Mike helped me to broaden my thinking when lobbying for community college issues in Springfield. As a community college administrator from Chicago, I have a very different mind-set from an administrator in southern Illinois. As the ICCTA intern, my advocacy role was for the state system. That in itself provided excellent lobbyist's training!

Bob left an indelible imprint in my mind on the importance of relationships to a lobbyist. Media have "glamorized" the role of lobbyists to the point that one could easily believe that spurious means might be utilized by lobbyists to get others to understand and support their points of view. Actually, untrustworthy lobbyists do not stay in business too long.

Trustworthiness, honesty and integrity are just as critical as expertise and experience in the role of

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President's column

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Veteran Grant program. ICCTA's advocacy also resulted in a 10-percent, $4-million increase in community colleges' share of the Monetary Award Program.

Working with the Association of Community College Trustees, ICCTA persuaded President Clinton to request increased funding for Pell Grants, which provide over $70 million annually to Illinois community college students.

Throughout the spring legislative session, we provided timely reports and alerts to presidents and ICCTA representatives. In addition, trustees will soon receive our annual record of key legislation. To strengthen a cadre of effective advocates, ICCTA continues to train select college administrators in lobbying skills and government relations (see opposite page).

As I look back over the year, I think that we all can take pride in our association and our accomplishments during the past 12 months.

Systemwide public relations

ICCTA responds every day to requests for information on trusteeship and Illinois community colleges. Questions come from school administrators, the media, attorneys, other state associations, and legislators and their staff.

As in previous years, the association obtained Gov. Jim Edgar's proclamation of April as Illinois Community College Month. ICCTA's Public Relations Committee hosted its second Community College Day at Wrigley Field and continued to promote the marketing theme *Where Learning Never Ends.* In addition, ICCTA encouraged colleges to participate in a systemwide Open House on April 14, and sponsored a student essay contest and an Academic Olympics competition.

Dr. Gary Davis, our executive director, appeared on the program at every major national trustees conference last year, consistently receiving highest evaluations. Jossey-Bass Publishers also released his study of trustee ethics in *Dilemmas of Leadership.*

New ICCTA publications appear regularly in the ERIC national data base.

Strengthening the system

ICCTA facilitated systemwide cooperation and communication through regular faxes and mailings, an annual meeting of presidents' secretaries, seven trustees meetings, and the *Illinois Trustee* magazine.

Through the work of its Minority Affairs Committee, ICCTA encouraged colleges to redouble their commitment to the needs of minority students. The committee has asked the Illinois Community College Board to recommend model courses in cultural diversity.

The Association also continues to train Illinois trustees to serve as board consultants through the ICCTA College of Board Mentors program. Board mentors were featured at both the ACCT and the American Association of Community Colleges conventions.

Of course, none of these activities could have happened without the commitment and support of my fellow officers, committee chairs, ICCTA representatives, and a terrific staff. It's no wonder ICCTA is the best trustees association in the country -- you've helped us get there. Be proud of it! Thanks for a wonderful year!

Lobbyist

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advocacy. Good relationships with your constituency, legislators, capitol staffers, and fellow lobbyists help to keep you a heartbeat away from potential disasters or give you just the added edge you sometimes need to successfully lobby an issue.

A day in the life of a lobbyist at ICCTA ensures opportunities for our constituency to create and shape community college policy issues that enhance our institutions, allows for the influence of ideas that become policies, provides an avenue to share rationales with our legislators for issues that constitute their support, and furnishes a means of monitoring the processes that change policies into laws.

For information on how you can participate in ICCTA's legislative internship program, call Gary Davis at 217/528-2858.

Gender equity and athletics

By Cardiss Collins
U.S. Representative
7th Congressional
District, Illinois

Over the past two years, the U.S. House of Representatives' Energy and Commerce Committee's Subcommittee on Commerce, Consumer Protection and Competitiveness has conducted a series of hearings and investigated various aspects of college athletics. Gender equity and Title IX of the Education Amendments of 1972 have been the subject of two hearings, the most recent on Feb. 17, 1993.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational institutions receiving federal funds, but the Subcommittee's hearings and investigative work show that 21 years after enactment, the Department of Education has failed to enforce Title IX, and gender equity is still just a notion.

While we will not know the specific situation with respect to gender equity at community colleges, the 1992 study by the National Collegiate Athletic Association (NCAA) of its member institutions and recent trends around the country suggest that young women are being denied equitable athletic opportunities at all levels of education, from high schools through universities, including community colleges.

I look forward to seeing the results of the National Junior College Athletic Association (NJCAA) gender equity study of its member colleges' athletic programs. The findings, to be presented next year along with recommendations for promoting greater equity within the programs, should give us a better picture of the gender equity situation at two-year colleges.

Community colleges should focus on five primary areas as they assess their own individual programs:

▪ First, the participation levels of young women must be raised. Athletic endeavors are not just fun and games. Participation in sports teaches our children teamwork. Teamwork is essential to our country's competitiveness, as American businesses can attest. Through sports, our children and young citizens learn how to handle challenges, gain the competitive edge, and be good leaders as well as followers.

Participation in sports has been very beneficial to young women in our society. Donna Lopiano, executive director of the Women's Sport Foundation and a witness at one of our hearings, noted:

> -- *High school girls who play sports are 80 percent less likely to be involved in an unwanted pregnancy, 92 percent less likely to be involved with drugs, and three times more likely to graduate from high school* (Institute for Athletes and Education, 1990).
>
> -- *Girls and women who play sports have higher levels of self-esteem and lower levels of depression* (Ms. Foundation, 1991).

▪ Second, finances must be distributed more evenly among women's and men's teams. Frequently, men's teams are given higher operating budgets and personnel expenses than women's teams.

The 1992 study by the National Collegiate Athletic Association of its member institutions and recent trends around the country suggest that young women are being denied equitable athletic opportunities at all levels of education, from high schools through universities, including community colleges.

For instance, the NCAA study found that only 20 percent of the average athletic department operations

budget was spent on women's athletics. Young women also tend to receive less scholarship aid.

- Third, women must have access to a variety of sports that reflect both their interests and abilities.

- Fourth, women and minority coaches should be recruited for all sports and be paid salaries similar to their white male counterparts.

- Lastly, as many educational institutions attempt to save funds by making cuts in their athletic programs,

As many educational institutions attempt to save funds by making cuts in their athletic programs, care must be taken to ensure that the athletic opportunities for young women will remain equitable to the opportunities for young men.

care must be taken to ensure that the athletic opportunities for young women will remain equitable to the opportunities for young men.

Small colleges, such as community colleges, are typically harder hit during economic slumps due to the fact that they already have less resources. When an institution finds itself financially strapped, it must do whatever is necessary to ensure that students get the best education. Too often, however, in an effort to conserve funds, colleges and universities have cut out women's sports and left men's sports still standing.

Opponents of gender equity or equal treatment for women collegiate athletes argue that gender equity will harm opportunities for men. There is no intention to eliminate opportunities for men to play sports. We just want to increase the chances for women to compete.

As a first step to creating equity for women and men in intercollegiate athletics, I have introduced H.R. 921, the Equity in Athletics Disclosure Act, that requires institutions of higher education receiving federal funds to disclose their expenditures on men's and women's athletics programs, participation rates and sports offered to men and women.

Modeled after the Student Right to Know and Campus Security Act, the Equity in Athletics Disclosure Act will provide prospective students and the public with information on each school's efforts to provide gender equity for its students.

Illinois has a fine tradition when it comes to community colleges and athletics. One need only look at the National Division II championship game in women's basketball this year: Illinois Central College and Kankakee Community College.

If we all work together, we can make sure that our daughters as well as our sons have championship experiences.

Cardiss Collins, the longest-serving African-American woman in Congress, has represented Illinois' 7th Congressional District for nearly 20 years. In 1991, she became the first woman and first African-American to chair a subcommittee of the powerful Committee on Energy and Commerce when she was named chair of the Subcommittee on Commerce, Consumer Protection and Competitiveness. Rep. Collins' leadership on behalf of women and minorities earned her the Congressional Black Caucus' William L. Dawson Award for Legislative Development in 1990.

Do you have a suggestion for an ICCTA seminar?

We'd like to hear your ideas!
Please contact Gary Davis at:

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Michigan study contradicts previous research

Transfer students as likely to get degree as students starting out at four-year schools

A new University of Michigan study contradicts previous research findings that students who attend community college are at a "definite disadvantage" in pursuing a baccalaureate degree or graduate work.

According to the University of Michigan study, for those students who are successful in a community college and who transfer to a four-year college for their junior and senior years, "having attended community college does not appear to lessen the likelihood of their graduating from college, enrolling in graduate school or aspiring to attend graduate school in the future.

"In other words, students who attend community college and then enter a four-year college are no less likely to succeed than students who were in the four-year college from the start," says Valerie E. Lee, associate professor of education, who conducted the study with research assistants Christopher J. Mackie and Helen M. Marks.

The study contradicts a vast body of research that had shown that attending community college exerts a "definite disadvantage" in persistence to a four-year college degree. According to those findings, community colleges function as "gatekeepers" to the higher education system, providing an inferior and usually terminal higher education experience for students less advantaged in terms of class, gender and race.

"In other words, students who attend community college and then enter a four-year college are no less likely to succeed than students who were in the four-year college from the start," says Valerie E. Lee, associate professor of education, who conducted the study.

As community colleges moved increasingly from a focus on academic to vocational or professional pursuits, many researchers predicted that the likelihood of community college students going on to the baccalaureate would decrease. These predictions were based on data collected in the early- or mid-1970s, Lee notes.

Using data from the *High School and Beyond Study*, Lee tracked 422 students who graduated from high school in 1980, entered community college, and transferred to a four-year institution within four years. These students were compared with 1,899 students whose educational experience was exclusively in four-year institutions.

"These new findings show that for the relatively more advantaged community college students who do transfer to four-year institutions, having attended a community college does not seem to inhibit their progress through the higher education 'pipeline.'"

By 1986, 69 percent of both groups had graduated or were poised to graduate from a four-year institution.

While 76 percent of the group who began in a four-year institution aspired to graduate school, 70 percent of the transfer group intended to continue their educations. Likewise, while 19 percent of the four-year group were already in graduate school by 1986, 11 percent of the transfer group were.

Lee attributes these differences, however, to factors other than the community college experience itself, including the greater tendency of community college students to attend school part-time, transfer into larger institutions, and attend institutions that do not offer graduate degrees.

When Lee took into account these and other

differences between community college transfers and students who began college in four-year institutions, she found no difference in the two groups' likelihood of going on to graduate school.

"While community colleges do not act as 'transformational' institutions for the considerable numbers of students who come to them with social and academic disadvantage, neither do they act as 'residual inhibitors' for the relatively able and motivated students who use these institutions as less expensive routes to further post-secondary institutions," Lee says.

In a previous study, Lee had reported that only 24 percent of community college students go on to pursue a bachelor's degree at a four-year institution and that "the major disadvantage to community college lies in the institution's inability to facilitate transfer for the students who wish to do so but who do not necessarily have the academic record or skills to make this easy to accomplish without assistance.

"However," she says, "these new findings show that for the relatively more advantaged community college students who do transfer to four-year institutions, having attended a community college does not seem to inhibit their progress through the higher education 'pipeline.'"

Reprinted with permission from the March/April 1993 issue of the *Missouri Community College Association Advocate.*

Illinois marks *COMMUNITY COLLEGE MONTH*

April was the month and education was the subject as community colleges across the nation celebrated the place *Where Learning Never Ends*. ICCTA-sponsored events included:

- the **Academic Olympics**, with Rend Lake College winning the state finals of this College-Bowl-type competition;
- **Community College Day at Wrigley Field**, attended by nearly 900 fans and friends; and
- the **Statewide Open House**, with 17 schools simultaneously hosting events in a systemwide show of celebration.

Colleges were also busy at the local level: Black Hawk College hosted its annual Kite Festival, while Carl Sandburg College designed tray-liners (complete with community college trivia) for area McDonalds and Hardees. In addition, four schools (Joliet Junior College, Moraine Valley Community College, Prairie State College, and South Suburban College) joined together to run a full-page ad in the *Chicago Tribune*.

Oakton Community College trustee Ray Hartstein throws out the first pitch during the April 24 Community College Day at Wrigley Field.

The Legal Corner

OSHA's bloodborne pathogen standard adopted by Illinois Department of Labor

By Rochelle L. Gordon
Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd.

This column is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

PLEASE NOTE: This column should not be construed as legal advice. Please consult your board attorney on specific legal matters involving your college.

In December 1991, the federal Occupational Safety and Health Administration (OSHA) promulgated a new regulation to eliminate or minimize *occupational exposure* to bloodborne disease -- in particular, Hepatitis B (HBV) and Human Immunodeficiency Virus (HIV).

The regulation is known as the "**Bloodborne Pathogen Standard**." Since OSHA regulations cannot be enforced against political subdivisions in Illinois, including community college districts, the Illinois Department of Labor adopted the Bloodborne Pathogen Standard as a state regulation, effective January 29, 1993.

HBV is a potentially life-threatening disease that is transmitted through exposure to blood and other infectious body fluids. Carriers of HBV face a significantly higher risk than others in contracting various liver ailments, such as cirrhosis of the liver and primary liver cancer.

The Center for Disease Control estimates that there are approximately 280,000 new HBV infections each year in the United States. Ten percent of those infected become chronic carriers; of these, 25 percent develop chronic liver diseases. At present, almost one percent of the U.S. population -- approximately 2 million people -- are chronic carriers.

The Bloodborne Pathogen Standard requires public employers, including community colleges, to take specified actions aimed at minimizing occupational exposure to HBV and HIV. Those actions include:

- The development of a written "Exposure Control Plan";
- Detailed record-keeping;
- Employee training on subjects specified by the Standard; and
- Offering the Hepatitis B vaccination to those employees identified by the employer as having "occupational exposure," defined by the Standard to mean "reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that

The Bloodborne Pathogen Standard requires public employers, including community colleges, to take specified actions aimed at minimizing occupational exposure to Hepatitis B and Human Immunodeficiency Virus.

The Legal Corner

may result from the performance of one's duties."

In the event of an "exposure incident," the Standard prescribes the nature of the post-exposure evaluation and follow-up. An "exposure incident" is a "specific eye,

The Standard also requires employers to implement universal precautions and work-practice controls, which includes use of personnel-protective equipment, in those situations in which exposure to blood is anticipated.

mouth or other mucous membrane, *non-intact skin* or other parenteral contact with blood or other potentially infectious materials *that results from the performance of an employee's duties."*

In this regard, "good samaritan" acts that result in such contact do not constitute an "exposure incident." If, for example, a faculty member or other employee has such contact with blood from assisting an injured person, but such assistance is not part of that employee's job duties, the incident would not be an "exposure incident."

The Standard also requires employers to implement universal precautions and work-practice controls, which includes use of personnel-protective equipment, in those situations in which exposure to blood is anticipated.

Do community college employees have "occupational exposure" to blood? The Standard requires all employers to make this determination for themselves. It requires an analysis of the job duties of all job classifications to determine whether those job duties involve *reasonably anticipated contact with blood.*

For example, many community colleges have nursing programs in which members of the faculty train students at local hospitals. It is in this context that the Standard has its greatest impact on the community college employer, because it can be *reasonably anticipated* that nursing faculty will have exposure to blood or other potentially infectious materials.

Identification of occupationally exposed employees is a critical element in the written Exposure Control Plan, because it is that group which must be trained and offered the Hepatitis B-vaccination. A college's analysis of occupational exposure must be inclusive of all occupational classifications if it is to be done correctly.

Colleges must have completed their Exposure Control Plans by March 29, 1993; implemented the training and record-keeping component by April 29, 1993; and offered the Hepatitis B-vaccination to their occupationally exposed employees by May 29, 1993.

As with all Illinois Department of Labor health and safety regulations, public employers such as community colleges may request a variance from the Labor Department in the event they need additional time to comply. A determination of whether it is appropriate to request a variance should be made with caution. Employers are thus urged to seek the advice of their legal counsel on this issue.

Another trustee development opportunity!

Community Colleges in a Global Environment

Common Problems/Common Solutions

Association of Community College Trustees Annual Convention

Sept. 29 – Oct. 2, 1993

Sheraton Centre ▪ Toronto, Canada

CALL 202/775-4667 FOR INFORMATION

Names in the news

A trio of new trustees

▪ **Richard Gillette** of Tower Lakes has been appointed to the William Rainey Harper College Board of Trustees to replace **Peter Bakas.** A former member of the School District #211 board, Gillette is director of systems development engineering for Northrop ESD-RMS.

▪ New to the South Suburban College board is **Rev. Louis Toney** of Markham. Toney is not new to education, though; he taught black history and American government at Bremen High School for 24 years before retiring in 1992. Toney succeeds **Harold Murphy**, who now represents the 30th district in the Illinois House.

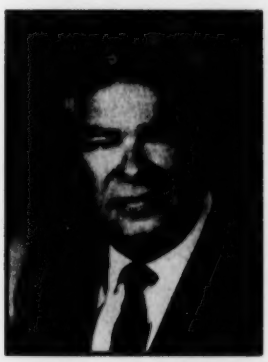
▪ At Parkland College, **Jean Hunt Williams** of Gibson City has replaced trustee **Ronald Hood**. Williams is affiliated with an insurance company in Gibson City.

The board beat

▪ Harper trustee **Barbara Barton** of Palatine has received an Alumni Service Award from the University of Southern California. Barton, a 1949 graduate of USC's business school, is president and founder of the Trojan League Associates of Greater Chicago, the university's first out-of-state women's alumni organization.

▪ Southeastern Illinois College trustee **Rodney Brenner** of Golconda has been reappointed to the Illinois Department of Conservation's advisory board.

Barbara Barton



Harry L. Crisp II

▪ **Harry L. Crisp II** of Marion, chair of the Illinois Community College Board, is the recipient of the Association of Community College Trustees' Central Region Trustee Leadership Award. Crisp was cited for his legislative advocacy, his participation in innovative program development, and for his national leadership in promoting community colleges.

▪ Lincoln Land Community College's new student trustee ought to be on his best behavior at meetings -- he's joining one of his former teachers on the board. **Scott Phares** of Owaneco was one of the fourth-grade pupils taught by fellow LLCC trustee **Jeanne Blackman** during her tenure at Taylorville's Memorial School. No word yet on whether he plans to follow Jeanne's footsteps and serve as ICCTA president.

Presidential changes

▪ After a nationwide search, the City Colleges of Chicago has a new chancellor: **Ronald J. Temple**, president of the Community College of Philadelphia. Temple's 26 years of higher education experience includes five years as president of Wayne County Community College in Detroit, where he improved college/faculty relations, restored fiscal stability, and helped WCC regain its regional accreditation.

▪ Meanwhile, State Community College has just begun its search for a new chief executive. President **Cynthia Pace** resigned on June 22 to accept a position with the American Council on Education. **Robert Randolph** is filling in as interim president.

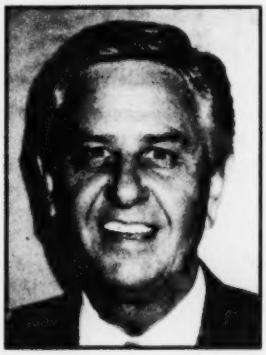
Presidential praises

▪ South Suburban president **Richard Fonte** is the winner of the Pacesetter Award from the National Council for Marketing and Public Relations. The award recognizes presidential leadership on behalf of college public relations and communications.

▪ **Paul Heath**, president of Elgin Community College,

Names in the news

Richard Fonte



Paul Heath

has been elected board chair of the Illinois Campus Compact, a statewide organization that promotes service-oriented projects for college students.

▪ Highland Community College president **Ruth Mercedes Smith** was recently elected to the American Association of Community Colleges' board of directors.

▪ Eureka! It's an honorary doctorate of humane letters for Illinois Central College president **Thomas K. Thomas**. Bestowed by Ronald Reagan's alma mater Eureka College, the degree honors Thomas' dedication to higher education in central Illinois.

▪ Harper College president **Paul Thompson** was honored by his own alma mater, Gustavus Adolphus College in St. Peter, Minn., with its 1993 Distinguished Alumni Citation. One of four recipients, he was cited for his accomplishments in the educational arena.

▪ Illinois Attorney General Ronald Burris has appointed **Wayne Watson**, interim president of Harold Washington College, to a state advisory commission on women's issues. The commission will assist the attorney general's new Women's Advocacy Division in developing legislative initiatives and public education programs.

More awards and accolades

▪ What do Ross Perot and Richland Community College alumnus **Elizabeth Wetzel** have in common? Both have been recognized by AACC as outstanding community college graduates.

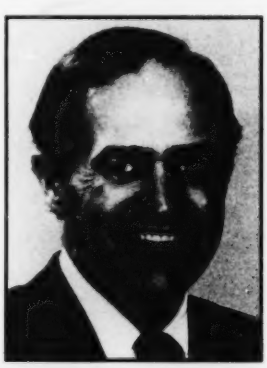
Wetzel -- Illinois' first national Alumnus of the Year -- was honored during AACC's recent conference in Portland. Now a family practitioner in Granite City, she graduated from Richland Community College, inspiring 11 members of her family to attend Richland as well.

▪ Several other Illinois students were also in AACC's convention spotlight.

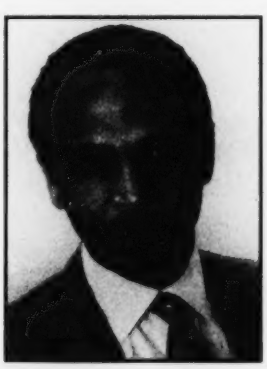
Cynthia Byrd (Illinois Central) and **Stephen McLaughlin** (John A. Logan College) were named to the All-USA Academic First Team for Community and Junior Colleges, while **Sandra Huffman** (Lincoln Land) was picked for the All-USA Third Team. The scholastic competition is sponsored by AACC, Phi Kappa, and *USA Today* newspaper.

In addition, **Shari Leyshon** (Oakton Community College) was one of six community college winners of the prestigious $30,000 Harry S Truman Scholarship. The award is given to sophomores who plan government or public-service careers and wish to pursue graduate studies.

▪ On the other side of the desk, Elgin math professor **Barbara Juister** is the Association of Community College Trustees' Outstanding Faculty Member (in the Central Region) for 1993. Juister received an ICCTA Outstanding Faculty Member citation in 1992.



Thomas K. Thomas



Wayne Watson

Americans go to college to learn, not to earn degrees, says report

Americans prefer college on their own terms and time, and they are more interested in learning than earning degrees.

So concludes *The Way We Are -- The Community College as American Thermometer*, published by the U.S. Department of Education's Office of Educational Research and Improvement. The report -- based upon a study that tracked 22,652 members of the high school Class of 1972 for 14 years -- focuses specifically on those who attended community colleges at any time between high school graduation and age 30.

Why community colleges? Because people who attended them, whether for a class or a full degree, were more typical of the general population of high-school graduates. Community college students clustered around the averages of nearly everything, the report says.

One out of every four members of the Class of 1972 eventually attended a community college. What does that group's experience tell about "the way we are?"

- Americans use normative institutions such as community colleges (but not four-year colleges), churches and museums for "ad hoc" purposes. Once beyond the age of compulsory schooling, adults go to school only on their own terms, on their own time, and preferably, at an institution nearby.
- Second, Americans are more interested in learning, in acquiring new skills, and in completing basic general education than in earning advanced credentials, even if those credentials yield greater economic rewards.
- Third, in the brief time allotted for continuing education, Americans grasp for something particular, something related to current work or an anticipated career. If the basic arts and sciences are studied at all, they are studied only at the introductory level. As a result, people may know more about what they do for a living, but are less adaptable to changes in the conditions of work.

Once beyond the age of compulsory schooling, adults go to school only on their own terms, on their own time, and preferably, at an institution nearby.

Copies of *The Way We Are* (stock number 065-000-00482-8) are available for $4 each from: New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954.

ILLINOIS TRUSTEE

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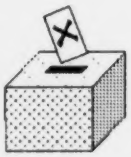
45 new trustees win in Nov. 2 election



Illinois voters elected 45 new and 52 returning trustees in the Nov. 2 non-partisan election.

The terms of 97 community college board members were due to expire this fall. Of those 97 incumbents, 30 chose not to seek another term.

Of the 67 incumbents who did run for re-election, 52 were retained, and 15 were defeated.

Trustee turnover was greatest at Spoon River College, where three new board members won election.

No new trustees were elected at five colleges: Lake County, Lincoln Land, Oakton, Sauk Valley, or Southeastern.

ICCTA is sponsoring a one-day orientation for new trustees and the College of Board Mentors *for experienced trustees (see page 16).*

AN EXCLUSIVE ICCTA STUDY

Did rising tuition cause falling enrollment in fall 1993?

By Gary W. Davis

1. Fall 1993: A semester of enrollment decline for some -- but not all

After climbing each year since 1987, Illinois community college enrollments measured on a credit-hour basis declined in the fall 1993 semester by 3.2 percent. The decline did not erase previous enrollment gains. Indeed, during the 1990s Illinois public community college enrollment growth of 7 percent overshadowed the Illinois public universities' enrollment increase of 1 percent.

Nevertheless, the fall 1993 drop in community college credit-hour production has caught the attention of public officials. Some have hypothesized that price to students may have been a factor in the 1993 decline. The purpose of this study is to test that hypothesis.

Table 1 (see page 3) shows how tuition/fee rates and enrollments have changed this year at each of our colleges except State Community College. (Tuition and fee information from State Community College was not available when this study was conducted.) When enrollment and tuition changes are examined, several trends become apparent.

The most common trend is toward both higher tuition/fees and lower enrollments. Twenty-eight of the 39 colleges surveyed (or 72 percent) reported enrollment declines.

A secondary trend was toward enrollment growth. Eleven colleges (or 28 percent) reported enrollment growth. Rounded to the nearest tenth, for every seven colleges that

continued on page 3

Inside the *Trustee*

A profile of ICCTA's new president ..... **p. 2**

20 steps to responsible trusteeship ..... **p. 7**

Rep. Sangmeister and "AmeriCorps" ..... **p. 10**

FOCUSing on ICCTA's new president

In a departure from his popular Legal Corner *column, Allen D. Schwartz interviewed Robert H. Gaffner, the new president of the Trustees Association, about his goals for ICCTA in 1993-94. Here's what they discussed.*

Robert H. Gaffner

By Allen D. Schwartz

Robert Gaffner's background

Rober H. Gaffner, 61, was born, grew up and continues to live in Greenville, Ill., a town of 5,500 people 50 miles west of St. Louis. He received a B.S. in business administration and in educational psychology from Greenville College and a master's in business administration from Southern Illinois University.

Gaffner worked for St. Louis Community College for 23 years as assistant to the chancellor, director of community relations, and executive director of the college's foundation. St. Louis Community College has a $60 million budget and

'Under FOCUS (Focusing Our Committees' United Strategies), ICCTA will be able to develop a concentrated advocacy communications network.'

32,000 students on three campuses. In 1991 Gaffner took early retirement and established R.H. Gaffner & Associates, a consultant to not-for-profit organizations on community and legislative relations and corporate/private fundraising.

Gaffner, who has been a member of the board of trustees of Kaskaskia College since 1975, has held various board positions, including president. He has also been active in the Illinois Community College Trustees Association, serving in several leadership positions. In July 1993, he assumed a one-year term as the non-paid president of the Trustees Association.

ICCTA's background

The 40 Illinois community college districts are each

continued on page 13

ILLINOIS TRUSTEE

The *Illinois Trustee* is the official publication of the Illinois Community College Trustees Association. The *Trustee* is mailed four times a year to all trustees, presidents, and other persons interested in Illinois' public community college system.

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South Suburban Region

Marvin Scott, Rend Lake College
Southeast Region

Bessie Dulgar, Illinois Eastern Community Colleges
Southwest Region

Wayne Green, Carl Sandburg College
West Central Region

Mary Karasek, Morton College
West Suburban Region

TABLE 1

College	Tuition/Fees 1992-1993	Tuition/Fees 1993-1994	Tuition change (%)	Fall 92 - Fall 93 Enrollment change
Belleville	$ 32	$ 35	9.4%	- 2.9%
Black Hawk	49	50	2.0%	- 4.0%
Chicago	33.17	39.17	18.0%	- 6.1%
Danville	33	35	6.1%	- 3.3%
DuPage	33	36	9.1%	- 1.0%
Elgin	36	38	5.6%	+ 1.9%
Harper	34.50	34.50	0.0%	- 2.7%
Heartland	32	34	5.9%	+ 2.5%
Highland	30	35	16.7%	- 9.4%
Ill. Central	38.45	42.45	10.4%	- 2.7%
Ill. Eastern	27	27	0.0%	- 6.1%
Ill. Valley	29	32	10.3%	- 3.3%
Joliet	34	36	5.9%	- 1.2%
Kankakee	38	38	0.0%	- 3.4%
Kaskaskia	34.83	34.83	0.0%	+ 0.9%
Kishwaukee	34.50	36.75	6.5%	- 0.3%
Lake County	39.66	39.66	0.0%	- 1.3%
Lake Land	44	44	0.0%	+ 1.7%
Lewis & Clark	31.30	34.50	10.2%	- 8.3%
Lincoln Land	34.75	36.75	5.8%	- 3.9%
Logan	25.50	25.50	0.0%	- 1.7%
McHenry	35.20	35.20	0.0%	+ 2.6%
Moraine Valley	39	41	5.1%	- 2.7%
Morton	44	44	0.0%	+ 0.4%
Oakton	26.25	31.25	19.0%	- 0.7%
Parkland	35	39	11.4%	- 3.3%
Prairie State	50	50	0.0%	- 5.9%
Rend Lake	28	28	0.0%	+ 3.7%
Richland	34.50	37.50	8.1%	- 2.5%
Rock Valley	37.50	37.50	0.0%	- 1.1%
Sandburg	43	43	0.0%	- 1.0%
Sauk Valley	37	40	8.1%	- 5.3%
Shawnee	25	30	20.0%	+ 9.0%
South Suburban	43.50	43.50	0.0%	+ 0.8%
Southeastern	21	25	5.3%	+ 3.2%
Spoon River	39	39	0.0%	- 4.5%
Triton	38	38	0.0%	- 9.8%
Waubonsee	40.50	40.50	0.0%	+ 3.4%
Wood	44	44	0.0%	- 8.1%

Data: *Illinois Community College Board*

Tuition

continued from page 1

lost enrollment in fall 1993, three increased enrollment. Enrollment losses, then, were far from being a universal phenomenon.

2. Not all colleges that lost enrollment raised tuition

Examination of the enrollment-losing colleges reveals that only 17 of 28 (or 61 percent) increased tuition and fees for fall 1993. In other words, in four of every 10 enrollment-losing colleges, the decline in credit-hour production could not be explained by a 1993 increase in tuition and fees.

This finding does not rule out tuition increases as a cause of enrollment decline in some colleges, but it clearly demonstrates that tuition/fee increases alone cannot explain the Illinois community colleges' fall 1993 enrollment losses.

continued on page 4

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Tuition

continued from page 3

3. In colleges that raised tuition and lost enrollment, enrollment losses were small when compared to percentage of tuition increase

"Could tuition/fee increases at some institutions be a cause of their enrollment declines?" One way of answering this question is to examine colleges with major tuition increases. For purposes of this study, a major tuition/fee increase was defined as a change of 10 percent or more. The following eight colleges fit that profile:

- City Colleges of Chicago
- Highland Community College
- Illinois Central College
- Illinois Valley Community College
- Lewis and Clark Community College
- Oakton Community College
- Parkland College
- Shawnee Community College

If changes in tuition/fees are discouraging enrollment, we would expect colleges with major price increases to suffer significant enrollment declines. But none of the colleges with major price increases lost more than 10 percent of their enrollment. Only three of the 10 lost more than 5 percent -- and one college, Shawnee, actually grew by 9 percent! The data seem to show that major tuition increases do not cause major drops in enrollment.

4. Colleges with the highest tuition rates were less likely to lose enrollment

The impact of tuition increases on enrollment may also be tested by examining enrollment trends at relatively high-tuition colleges. For purpose of this study, relatively high-tuition colleges were defined as those charging more than $40 per credit hour. This group of 11 includes:

- Black Hawk College
- Illinois Central College
- Lake Land College
- Moraine Valley Community College
- Morton College
- Prairie State College
- Carl Sandburg College
- Sauk Valley Community College
- South Suburban College
- Waubonsee Community College
- John Wood Community College

If high tuition discourages enrollment, colleges with the highest prices should be more vulnerable to

TABLE 2

Tuition & Fees at Illinois Institutions (FY83–FY 93)

FISCAL YEAR	PUBLIC UNIVERSITIES	COMMUNITY COLLEGES	$ GAP
1983	$1,156	$612	$544
1984	1,334	704	630
1985	1,503	732	771
1986	1,615	766	849
1987	1,710	791	919
1988	1,914	853	1,061
1989	2,222	896	1,326
1990	2,330	925	1,405
1991	2,410	954	1,456
1992	2,538	1,038	1,500
1993	2,901	1,108	1,793
% INCREASE FY92-FY93	14.3%	6.7%	
% INCREASE FY83-FY93	151.0%	81.0%	
AVE. ANNUAL % INCREASE	9.6%	6.1%	

Adapted from the Sept. 30, 1993 Illinois Student Assistance Commission *Agenda Book*, p. 61.

TABLE 3

Tuition & Fees at Illinois Institutions (FY83–FY 93)

FISCAL YEAR	PRIVATE UNIVERSITIES	COMMUNITY COLLEGES	$ GAP
1983	$4,750	$612	$4,138
1984	5,157	704	4,453
1985	5,630	732	4,898
1986	6,142	766	5,376
1987	6,653	791	5,862
1988	6,987	853	6,134
1989	7,524	896	6,628
1990	8,913	925	7,268
1991	8,916	954	7,962
1992	9,599	1,038	8,561
1993	10,271	1,108	9,163
% INCREASE FY92–FY93	7.0%	6.7%	
% INCREASE FY83–FY93	116.2%	81.0%	
AVE. ANNUAL % INCREASE	8.0%	6.1%	

Adapted from the Sept. 30, 1993 Illinois Student Assistance Commission *Agenda Book*, p. 61

enrollment decline. But this was not the case. In fall 1993, four of the 11 relatively high-tuition colleges actually gained in enrollment! These four seem to be proof positive that tuition and fee rates of $40 or more do not make college unaffordable. Interestingly enough, the relatively high-tuition colleges may be found throughout in Illinois, from Cook County to Effingham to Quincy to Aurora.

If tuition and fee increases do not, by themselves, cause enrollment declines, what could explain fall 1993's 3.2 percent drop in community college credit-hour generation? More research is needed to answer this question, but here are some possible answers:

- 1. Citizens are beginning to doubt whether college pays dividends. Newspapers are replete with stories of unemployed college graduates. A recent Illinois Commnity College Board study noted that on the average, community college occupational graduates earn less than $10/hour.

- 2. More citizens have decided to look for full-time work. From August 1992 to August 1993, the Illinois labor pool expanded by 56,000. Full-time work discourages college attendance.

  Although the Illinois unemployment rate rose from August 1992 to August 1993, so did the number of people in the labor pool who might otherwise have enrolled in community colleges. The newly unemployed may not be convinced that college will lead to gainful employment (see #1 above).

- 3. Because of admonitions by the Illinois Board of Higher Education, community colleges have begun to trim support services that used to encourage students to enroll at a community college.

- 4. Community college efforts to improve transfer to universities through the use of "transfer centers" and "articulation agreements" may be having an effect of moving students from community colleges to senior level institutions.

- 5. Recent initiatives have resulted in the elimination of small classes and their respective enrollment. Total credit-hour generation often suffers from efficiency-oriented changes.

continued on page 6

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Tuition

continued from page 5

> For example, restructuring at the City Colleges of Chicago has resulted in fewer attendance centers and the elimination of City-Wide College. City Colleges of Chicago alone accounted for 44 percent of the system's decline in FTE in fall 1993. If Chicago City Colleges had not been undergoing an efficiency-oriented restructuring program, their enrollment would very likely have been greater than it was. If their enrollment had been stable, the system's FTE loss would have only been 1.7 percent.

6. Conclusion

In summary, the data simply do not support the notion that tuition and fee hikes have caused major community college enrollment declines this year. In order to understand 1993 community college enrollment changes, much more analysis is needed. College enrollment changes are not easy to understand.

> **POSTSCRIPT:** *Although community college tuition increases this year ranged as high as 19 percent, the dollar difference between a community college tuition bill and a university tuition bill continued to grow. (See Table 2 on page 4, and Table 3 on page 5).*
>
> *Because students pay tuition in dollars and not percentages, Illinois public community colleges seem to be a better bargain each year when compared to public and private universities.*

Gary W. Davis became executive director of the Illinois Community College Trustees Association in September 1986. He currently chairs the National Council of State Association Chief Executives, a professional organization for directors of state college federations.

THE TOP 10 REASONS FOR *NOT* STARTING AT A COMMUNITY COLLEGE

10. People won't love you for your money if you pay university tuition.
9. Everybody should experience homesickness.
8. University graduate assistants help you avoid real professors.
7. University prices force earlier career decisions.
6. Paying off loans gives university grads experience in debt management.
5. It's noble to let others benefit from the local community college that your family supports through property taxes.
4. Community colleges are crowded with "reverse transfer" university students who are studying something that can get them a real job.
3. Community colleges prepare students for work, and who wants to work?
2. Community college graduates have to choose between transfer or immediate employment.
1. The "U" means parties, but community colleges only focus on learning.

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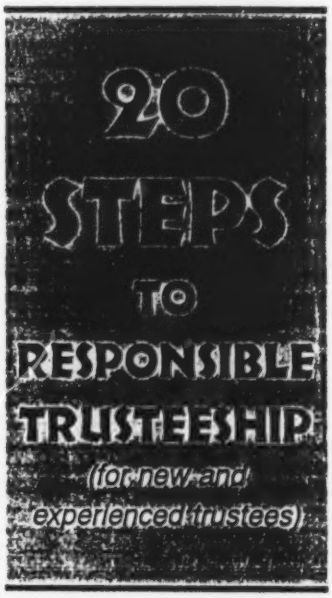
Your institution can develop definitions of stewardship to clarify expectations for new and incumbent trustees. Here is a list excerpted from *Making Trusteeship Work*, published by the Association of Governing Boards. These 20 steps may help you develop materials or standards for your own trustees.



1. Come to all board meetings and plan to stay for the entire meeting.

2. Come to committee meetings prepared and become an expert on at least one aspect of college life.

3. Contribute to the annual fund. Whether small or large, your financial gift is an indispensable example to thousands of other contributors.

4. Say a good word about your college wherever and whenever you can -- at parties, during business conversations, over the telephone, at clubs, and in your neighborhood.

5. Read the bylaws, manuals, and materials sent to board members in advance of meetings.

6. Communicate freely with the president. Give him or her a chance to think out loud with you.

7. Remember, the president and staff do not report to you; the president reports to the board.

8. Participate in the life of the college. Attend a class, a special lecture, a concert, or a special event. Ask for a campus tour. Know the college's special strengths and weaknesses.

9. Insist on seeing the long-range impact of short-range decisions. Be a trustee for future generations.

10. Always ask your questions, however naive, complex, or difficult to answer they may be.

11. Ask for data, both hard (cost, registration, statistics) and soft (who favors it, who does not, who benefits, and who loses).

12. Compare information about your institution with that of other institutions you know. Every institution likes to think of itself as unique.

13. Learn to spot the difference between zero-sum and variable-sum policy questions. When is it best to do the same with more, to do the same with less, to do less with less, or even more with less?

14. Search for the proper timing for change. Your influence may not be felt for one or more years after a decision has been made.

15. Ask about the appropriate level of board authority. A board charts long-range courses. It neither pilots nor runs the ship.

16. Demand proof of success and failure. Work with the administration to clarify the criteria for success and failure.

17. Be ready to revise your criteria, but not too ready. Institutions like ships, cannot reverse course rapidly and frequently.

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Thinking about chairing your board?

The role of a board chair involves six major areas of responsibility. Do you know what they are?

1 The board chair presides over board meetings. This entails special responsibilities in terms of:

- Setting the agenda and insuring its specificity and completeness
- Seeing that board materials are disseminated well in advance of the meeting
- Insisting on good attendance by board members
- Consulting with the CEO on every agenda item in advance of the meeting
- Insuring orderly discussion and decision-making
- Avoiding precipitous action by the board
- Keeping the board from administering the college
- Facilitating full and democratic discussions of issues while advocating positions only sparingly (and never while chairing the meeting)
- Insuring the taking of adequate minutes

2 The board chair counsels and coaches the college president. In order to fulfill this responsibility, the board chair must:

- Assist the new president during the first months of a presidency (such as making introductions)
- Make board expectations clear to the president
- Defend the president from attack
- See that the president is competitively compensated
- Alert the president to areas of board concern
- Take responsibility for seeing that the board regularly evaluates the president's performance
- Serve as a sounding board for the president

3 The board chair orients new board members by:

- Utilizing the expertise of new trustees and make them feel part of a board team
- Getting to know the new trustee well
- Encouraging new trustees to attend Illinois Community College Trustees Association and Association of Community College Trustees events, such as ICCTA's Jan. 14, 1994 *New Trustees Academy* in Springfield (see back page)

4 The board chair corrects inappropriate trustee behavior. This entails:

- Serving as mediator between the trustee and the rest of the board

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6 responsibilities

continued from previous page

- Suggesting strategies that the trustee in question can use to avoid recurrence of the problem

5 **The board chair leads the institution's commitment to planning. The chair must:**

- See that the board develops a vision of the college's future
- Insist that board actions either reflect the plan or result in change of the plan

6 **The board chair evaluates his or her own performance as chair through a regularly scheduled evaluation of board performance:**

- Ask ICCTA to provide materials and/or trained facilitators (such as graduates of ICCTA's *College of Board Mentors*) for a board self-evaluation. (The next *College of Board Mentors* will be held on Jan. 14, 1994; see back page for information.)

20 steps

continued from page 7

18. Resist stereotyping and the temptations to "prove" by citing isolated instances.

19. Get the spectrum of opinion on controversial matters. Resist captivity to interest groups that happen to be the loudest at the moment.

20. Listen for a long time, but not for so long that the time for decision passes. Remember, not to decide is often a decision.

This article originally appeared in the August 1993 Oregon Community College Association Pacesetter.

Board chair skills checklist

It's one thing to know what a board chair does. But it's another to get things done. What are the characteristics of an effective leader? Experience shows that effective board chairs:

- ✔ 1. Have excellent interpersonal skills and temperament
- ✔ 2. Can work well with many different (and often conflicting) constituencies
- ✔ 3. Adapt easily to changing circumstances
- ✔ 4. Exhibit a continuous commitment to the principles of excellence and service
- ✔ 5. Can stand their ground on ethical issues
- ✔ 6. Enjoy the respect of their peers
- ✔ 7. Grasp the complementary roles of president and board
- ✔ 8. Can motivate trustees and inspire the president
- ✔ 9. Maximize their strong traits and compensate for their weaknesses
- ✔ 10. Fit board development activities to the board's current state of development:

If a board is at this level	Then its chair should
Immature	→ Teach the basics
Developing	→ Address the problem areas
Mature	→ Revive by challenging the board on a new level or dimension

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Why I support a national service plan

By U.S. Rep. George Sangmeister

Most of us would agree that vocational training or a college education are important assets in today's job market. What we don't all agree on is how we can ensure than all the youth in America can afford this opportunity.

The Illinois community college system is worthy of praise for offering quality higher education at a low cost to the citizens of Illinois. As you are undoubtedly aware, the rising cost of higher education has reached a crisis level for lower- and middle-class Americans. It has become close to impossible for the average American family to finance an education.

Annual hikes in tuition of 12 to 15 percent are the norm, while the availability of grants and loans has shrunk. In these difficult economic times, students who do take out loans often do not have the means to pay them back. As a result, taxpayers spend millions to cover students who default on loans. The time has come to reverse this trend and make financing higher education a realistic opportunity for every American student.

President Clinton has embraced the idea of creating a new national service program (called "AmeriCorps")

The Illinois community college system is worthy of praise for offering quality higher education at a low cost to the citizens of Illinois.

in which students can help finance their college educations through community service. This program will seek to place students or recent graduates in areas where current needs are not being met. For example, recent graduates could serve as teachers in inner-city schools, as aides in health clinics, or as police officers protecting our neighborhoods.

To encourage young people to take low-paying public service jobs, students can apply for a grant of $4,725 for up to two years to pay higher education expenses. For each year he or she receives a grant,

President Clinton has embraced the idea of creating a new national service program (called 'AmeriCorps') in which students can help finance their college educations through community service.

a student will owe one year of community service before, during or after college. While working off the debt, he or she will be paid a small ($7,400) stipend to live on, in addition to health coverage and childcare, if necessary.

In the first year of the program, slated to begin October 1, 1993, up to 20,000 people will participate. Participation would expand up to 100,000 people by the fiscal year 1997. If fully implemented, the entire national service program is estimated to cost $1.5 billion over three years.

Is such a costly program really necessary? I think it is money well spent. I firmly believe that quality, accessible education holds the key to the future stability of our country. My voting record reflects my steadfast support of quality, educational reforms. I voted in favor of HR 3732, a bill to allow transfers of defense savings to education programs. Unfortunately, on March 31, 1992, this bill failed to pass in the U.S. House of Representatives.

I also supported the Higher Education Act Amendments of 1992. Signed into law on July 23, 1992, this bill increased the funds available through the Guaranteed Student Loan and Pell Grant programs and expanded eligibility to more middle-class students. Under this bill, all students, regardless of family income, are eligible to borrow the maximum

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amount under the GSL program. This bill also establishes a demonstration program for income-contingent repayment of GSLs.

President Clinton's national service program should not seek to replace current financial aid programs, but rather to supplement them. Letters have flooded into the White House from students who would like to participate in the program, and it is unlikely that the program, particularly in the beginning, will be able to accommodate all those who are interested.

Although I wholeheartedly agree with the President that a national service program will be highly beneficial to all concerned, there are some details which need to be carefully worked out: What protection will existing public sector employees, including union employees, have from job displacement? Are inexperienced college graduates qualified to police our neighborhoods? How will the program control attrition? Will dropouts be penalized for not finishing the program?

Clearly, these are questions which need to be addressed, but can certainly be resolved.

I have always voted to support quality educational reforms and wholeheartedly supported the national service plan presented to Congress and signed by President Clinton. Let's remember that rewarding

We do not want young people to choose careers that are financially rewarding simply because they are burdened by cumbersome college loans.

national service is not a new idea. Harry Truman's GI Bill insured that veterans who had fought for our country could get a head start into the civilian workforce. When John Kennedy created the Peace Corps, he made it possible for young people to build character while building bridges and teaching children in Third World nations.

Today, inspiring young people to partake in national service is as important as it was in the past, only the focus needs to be on our problems here at home. As

Mary Heath, wife of Elgin Community College president Paul Heath, was photographed with President Clinton during a visit to the White House with her husband for the signing of the National and Community Service Trust Act ("AmeriCorps").

our streets become more violent, as children sell drugs to other children, as many children grow up without fathers, as AIDS afflicts more of our people, as all this happens . . . we do not want young people to choose careers that are financially rewarding simply because they are burdened by cumbersome college loans.

We need to encourage young people to become teachers to inner-city children, social workers, nurses, and other public service professionals. With a national service program, more young people will enter public service professions. And, of no less importance, more young people can afford to continue their education after high school. As readers who share my commitment to higher education, I invite your comments about the new national service program.

A graduate of Joliet Junior College, George Sangmeister has represented Illinois' 11th Congressional District since 1988. He previously served in the Illinois General Assembly for 15 years, where he chaired the Senate Judiciary and Executive committees.

GROWTH THROUGH EDUCATION

How my community college has changed my life

By Anne Chesney

When I first entered the College of DuPage, I came to *get by, to pass through, and to move on.* I was not concerned about the means of my education at the community college; I was only interested in the end result: an associate degree and a transfer.

1993 Winner
ICCTA Student Essay Contest

However, once I started attending, my attitude towards education began to vastly change. It transformed my outlook towards learning from apathetic and submissive to interactive and concerned. The experiences with the students and faculty have made me realize that education is more than a stamped piece of paper; it is a learning process that can continue throughout one's entire life.

One of the first components I noticed at my community college was the wide range of students' ages in my classes. I have met people who are still in high school while taking college credits, adults returning to school in order to improve their qualifications for a better job, and adults who have returned because they believe education is a perpetual process that should last a lifetime.

It is the latter of the three that impressed me the most. These individuals were not in school just to obtain a piece of paper, to claim a degree, or to improve their status. They came because of their intense desire to learn; they thrive on enriching themselves through the input and knowledge of others. With a dedication to improving their minds, they plan and hope to grow constantly. This is so much more meaningful than taking a class only because one needs it, and doing the minimum to get by.

This method of learning and enrichment is a different and better way to approach education. And as I witnessed it, I began to realize that theirs is a conviction about learning that I can adapt as my own.

In addition, the incredible teachers at my college have contributed to the enlightening of my attitude towards education. Many of the professors have gone out of their way to help me with questions about the subject matter, methods of learning, and how to best apply what I have learned to my future, in all aspects.

For instance, I have observed how even my smallest acts greatly affect the environment I live in. I have been inspired to register to vote and regularly contact my congressman, something I had not previously realized the importance of. I have learned to love and value history for the first time through the inspiration of a dedicated teacher and participatory class. I have grown from every instructor's class that I have been in and from the students surrounding me.

I have discovered that I will never stop growing as long as I continue to put forth effort to learn.

Before I attended the College of DuPage, I thought that school was an unavoidable step each person takes before starting a career. Today I realize that it can be much more for those who take the endeavor. Today I have discovered that I will never stop growing as long as I continue to put forth effort to learn.

Anne Chesney of Naperville graduated in May from the College of DuPage. She is now majoring in psychology and organizational communications at Northeastern Missouri State University.

Gaffner

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governed by a board of trustees of seven elected or appointed members and one student trustee. ICCTA is the organization of those community college trustees. Each district selects a trustee as its representative and voting member to ICCTA's delegate assembly, the Board of Representatives. The Board of Representatives, which meets six times a year and has an annual meeting in June, enacts policy of the association.

'The interest that I believe should be the top priority is to convince the state of Illinois to provide adequate and equitable funding to community colleges.'

ICCTA has divided Illinois into nine geographic regions. Each region selects a regional chair from its community colleges to serve on the ICCTA Executive Committee. The Board of Representatives elects ICCTA's president, vice president, treasurer and secretary at its annual meeting. The Executive Committee implements the Board of Representatives' agenda and suggests policy for the association. It also selects ICCTA's permanent and ad hoc committees.

Gaffner's goals for ICCTA

President Gaffner says, "I wanted to be a teacher. I never dreamed that someday I would lead the people that govern an educational system. I took the presidency because I believe in the community college system. Community colleges offer students an unmatched opportunity to capitalize on their talents and develop their interests with minimal costs under the guidance of talented and dedicated faculty.

"I have two primary goals as president. First I want to coordinate and harness the work of the ICCTA committees and the energies of the Executive Committee into a combined force. I have given this initiative the acronym **FOCUS, Focusing Our Committees' United Strategies**. Under FOCUS, ICCTA will be able to develop a concentrated advocacy communications network.

"FOCUS will also enable ICCTA to work efficiently with the Illinois Community College Board when the organizations have similar interests to advance. The interest that I believe should be the top priority of both organizations is to convince the state of Illinois to provide adequate and equitable funding to community colleges.

"My second goal is to strengthen the bond between ICCTA and its members. ICCTA's 320 trustee members must understand that ICCTA is their organization! The trustees own and control it!

"I will be meeting with trustees throughout Illinois in their districts to convey this sense of ownership. I want to encourage participation in ICCTA's work. Thus, I have personally invited 92 trustees to become members of at least two ICCTA committees. I have invited all other ICCTA trustees to also join an ICCTA committee.

"ICCTA has a diverse membership since trustees are elected from suburban, urban and rural districts and from large and small cities. They have diverse problems. I want to encourage trustees to view their local problems in the perspective of our total educational system and encourage them to seek ICCTA's assistance in solving their problems.

'I want to encourage trustees to view their local problems in the perspective of our total educational system and encourage them to seek ICCTA's assistance in solving their problems.'

"My term will be over in a year. I hope and believe that the changes I have initiated will make a positive change in ICCTA. I hope that when my moment in the sun is over, I will have lit a candle for others to follow."

Allen D. Schwartz is a partner in the Chicago-based law firm of Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd.

Newsmakers □ Newsmakers □ Newsmakers

Lake Land ceremony features Edgar visit

Gov. Jim Edgar (left center) was among those attending the recent ground-breaking of Lake Land College's Kluthe Center for Higher Education and Technology. Also present were (from left): ICCTA executive director Gary Davis, Lake Land trustee Leland Glazebrook, Effingham mayor Jack Thies, Lake Land board chair Mike Sullivan, Illinois Community College Board executive director Cary Israel, Lake Land president Robert Luther, and Kluthe Center Fundraising Committee chair Mike Yager.

Davis elected president of national CEO council

ICCTA executive director **Gary Davis** is the new president of the National Council of State Association Chief Executives.

Davis began his one-year term at NCSACE's Sept. 29 meeting in Toronto. He had served as president-elect during 1992-93.

The NCSACE functions as a clearinghouse that encourages cooperation and information-sharing between community college associations. In addition to sponsoring an annual Academy on State Legislation, NCSACE assists in professional development. Membership includes the chief executives of 26 state and national community college associations from the United States and Canada.

Neely, Yastrow named to Illinois Community College Board

Gov. Edgar has appointed two new members to the Illinois Community College Board.

One of these new appointees -- **Joseph Neely** of Metropolis -- is a familiar face within the community college system. An attorney, Neely has served on the Shawnee Community College Board of Trustees since 1985. He has also been active in ICCTA's legislative efforts, most recently as a member of its ad hoc Funding Formula Task Force.

The other new ICCB member is **Sybil Yastrow** of Deerfield. She is president of the consulting firm Hazard, Young and Associates and a former Lake County Regional Superintendent of Schools.

Neely will replace **Joel Jennings** of Metropolis, while Yastrow will succeed **Robert Sechler** of Rockford.

Both appointments are non-paid positions and require confirmation by the Illinois Senate.

Newsmakers □ Newsmakers □ Newsmakers

ICCTA's Mike Monaghan and Rep. Bill Black of Danville

Rep. Art Turner of Chicago and ICCTA's Gary Davis

Past ICCTA president Jeanne Blackman, Sen. Karen Hasara of Springfield, and Gary Davis

Rep. Bill Edley of Macomb and Mike Monaghan

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Whether you're a new or long-time trustee, ICCTA has the seminar for you!

New Trustees Academy

9 AM - 4 PM
Saturday, Jan. 14, 1994
Springfield Renaissance Hotel

ICCTA's **New Trustees Academy** is an in-depth, one-day program that orients new trustees on their responsibilities as community college board members.

Sessions will include an introduction to the basic principles of trusteeship and current issues in board-president relations. Members of ICCTA's *College of Board Mentors* will also be on hand to share their views as veteran trustees.

You can **save $10** by signing up for the **New Trustees Academy** today! Early registration (before Dec. 31) is just $50, compared to $60 for late registration (after Dec. 31).

"Keeping Up is Not Leading": Applying John Carver to Actual Board Cases

Noon - 4 PM
Saturday, Jan. 14, 1994
Springfield Renaissance Hotel

"Keeping Up is Not Leading" is designed for experienced trustees who want to learn more about the dynamics of board leadership. Participants will discuss realistic board cases using the theories of John Carver, author of *Boards that Make a Difference.*

This seminar is part of ICCTA's continuing *College of Board Mentors* program.

Registration for **"Keeping Up is Not Leading"** is $40 and includes lunch and resource materials.

Luncheon will feature Lt. Gov. Bob Kustra

Trustees attending either seminar will also benefit from the noon - 1 PM luncheon with guest speaker Lt. Gov. **Bob Kustra**. A former college professor, Kustra co-chairs the task force charged with recommending ways to streamline Illinois higher education boards. Kustra's comments promise to spark spirited discussion on the nature of college governance in Illinois.

ILLINOIS TRUSTEE

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ILLINOIS TRUSTEE

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New law allows closed session for board self-evaluation

The Trustees Association reached a long-time legislative goal on January 14 with the enactment of **House Bill 1032**.

Sponsored by state Rep. Bill Black and Sen. Harry "Babe" Woodyard, HB 1032 permits a community college board to conduct a closed meeting "for the purpose of discussing a board's self-evaluation, practices and procedures, or professional ethics."

A representative of the Trustees Association must be present during the closed session.

Signed by Gov. Jim Edgar as Public Act 88-530, the measure had been one of ICCTA's top legislative priorities since 1988.

"This bill will make our boards more effective as they carry out their public trust," said ICCTA executive director Gary Davis.

The new law amends the Illinois Open Meetings Act at 5 ILCS 12/2 (6). Copies of P.A. 88-530 are available by calling ICCTA at 217/528-2858.

ICCB's Israel challenges trustees to become college advocates

How does our community college system stack up?

Cary Israel

According to Illinois Community College Board executive director Cary Israel, "Community colleges represent the fastest growing segment of higher education in Illinois."

In his address before the Illinois Community College Trustees Association's *New Trustees Academy*, its *College of Board Mentors*, and the Presidents Council on January 14, Israel noted that community colleges serve 65 percent of all students in public colleges and universities.

Who do we serve?

"Students attend community college for a wide variety of reasons," he said, reporting that:

- Almost 70 percent of Illinois' community college students attend part-time; 55 percent of students are female; and many are members of minority groups. Community colleges enroll about 60 percent of all minorities in Illinois higher education, Israel said.
- Community colleges serve nearly 10,000 students with disabilities and 38,000 students with limited English proficiency. Israel said that Illinois has not yet made its Americans for Disabilities funding stream available to community colleges, although it does assist universities in meeting the needs of disabled students.
- Seven of 10 Illinois community college students work while

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Inside the *Trustee*

ICCTA adopts its 1994 legislative agenda . . . p. 6

Trustee education: Who needs it? . . . . . p. 10

The Legal Corner *looks at sexual harassment . . p. 12*

FROM THE PRESIDENT'S DESK

It's half-time!

By Robert H. Gaffner

As has often been observed, a pessimist sees a glass half-filled with water as "a glass half-empty," while the optimist as "a glass half-full."

Perhaps for the Illinois Community College Trustees Association, this is somewhat of a paradox as it relates to the first six months of this year's agenda. It could be observed that on the one hand, with a half-year gone, we have indeed been on schedule and have accomplished a major portion of our annual program.

On the other hand, it could also be observed that with a half-year still remaining, we have ample time and

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There's no question, Focusing Our Committees' United Strategies *has better enabled ICCTA to more effectively and quickly respond to immediate issues.*

---

opportunity in which to bring closure to that remaining agenda and its many challenges. Both are optimistic viewpoints and yes, we are at ***HALF-TIME***!

From my perspective, our first six months together have been energizing and exciting ones. I'm particularly pleased with how our eight committees have structured and integrated their efforts and activities into this year's ICCTA theme, *FOCUS*. There's no question, *Focusing Our Committees' United Strategies* has better enabled ICCTA to more effectively and quickly respond to immediate issues. Likewise, for the long pull, our association is now better positioned and prepared to meet those challenges just now rising on the horizon. Yes, we have every reason to be optimistic at half-time!

While we're at half-time, let's give the accolades to the players who have thus far brought us so successfully to this point. First, there are the committee chairs and vice chairs who have played a major role and responsibility in ensuring

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ILLINOIS TRUSTEE

The *Illinois Trustee* is the official publication of the Illinois Community College Trustees Association. The *Trustee* is published four times a year to all trustees, presidents, legislators, and other persons interested in Illinois' public community college system.

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South Suburban Region

Mary Karasek, Morton College
West Suburban Region

Marvin Scott, Rend Lake College
Southeast Region

Mike Sullivan, Lake Land College
East Central Region

Who are your nominees for ICCTA awards?

The Trustees Association's award season is here! Nominations are now being accepted for:

- **Distinguished Alumnus Award**
  For those who graduated **before** *June 30, 1989.*
- **Pacesetter Award**
  For those who graduated **after** June 30, *1989.*
- **Outstanding Faculty Member Award**
- **Honorary Membership**
  ICCTA's highest honor; reserved for individuals who have made outstanding contributions to the community college movement.
- **Ray Hartstein Trustee Achievement Award**
  For currently serving community college trustees.
- **Meritorious Service Award**
  For public officials and other dignitaries.
- **Certificate of Merit**
  For former trustees and presidents and other supporters of Illinois community colleges..

All nominations must be received in the ICCTA office by April 1. In addition, entries in ICCTA's annual statewide **Student Essay Contest** are due by March 1.

Presentation of all ICCTA honors will take place during the Trustees Association's annual convention in Springfield on June 16–18 (see below). Award criteria and guidelines are available by calling the ICCTA office at 217/528-2858.

"WHAT EVERY TRUSTEE SHOULD KNOW"

ICCTA's
1994 Annual Convention
June 16-18, 1994
Springfield Renaissance Hotel
Springfield, IL

Call 217/528-2858 for information

Featuring sessions on:

* The Clinton administration's impact on community colleges
* How to meet the training needs of trade unions
* Budgeting for the '90s

and other important issues!

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Israel

continued from page 1

attending college, and 80 percent of community college students remain in their home districts after graduation.

- Community college students have very diverse enrollment goals, ranging from those intending to transfer to a four-year university or college, those enrolled in occupational and career programs, students taking courses in vocational skill development, and those studying for their GED diploma.

In order to become effective advocates for community colleges, trustees must tap current public concerns about job insecurity, aging family members, and the increasing cost of college.

"Our colleges offer more than 240 different occupational programs and a variety of customized training programs for business and industry," Israel said. "Among the new program trends at our colleges are radiation therapy, physical therapy, occupational therapy, and hospitality and culinary arts management programs."

How are we funded?

Israel said that community colleges are struggling to find the funds to serve these students. From 1988 to 1992, community college enrollments grew 12.6 percent, while their share of state funding dropped from 15.5 percent to 14.7 percent.

State credit-hour grants to colleges per full-time equivalent student have declined during each of the last five fiscal years, Israel said. This decline in state funding per student has forced community colleges to rely increasingly on tuition and local property tax revenue.

Yet there are limits to these sources of revenue, Israel warned. The mood of the state is to lower local property taxes, not increase them. In addition, tuition rates are capped by Illinois statute at one-third of per capita cost.

What can trustees do?

In order to become effective advocates for community colleges, Israel said, trustees must tap current public concerns about job insecurity, aging family members, and the increasing cost of college. He noted that many citizens say that they would like government to control tuition. There is no indication, however, that they have thought very much about the impact that centralized tuition control would have on the availability or quality of programs.

Israel suggested that trustees remind citizens that community colleges are the key to affordable higher education, that they make people more competitive, and that they open the door to new opportunities for thousands of people each year.

Citizens can be won over, he said, by community college actions that demonstrate the colleges' accountability for the support they receive. By discontinuing programs that are no longer needed, by reporting costs through uniform procedures, and by guaranteeing the skill levels of graduates, Illinois' 49 community colleges can win greater support from the voting public.

"In the last three years," Israel concluded, "we have begun to see clear indications of increased visibility for our system. Through the cooperation of the Illinois Community College Board, the trustees, the presidents, administrators, faculty and students, the General Assembly and the Governor have heard our voice.

Citizens can be won over by community college actions that demonstrate the colleges' accountability for the support they receive.

"In order to maintain our momentum, we are counting on you as trustees to continue your support of our community college system."

A look at Illinois' community college students

- FY 1993 enrollment: **721,848 students**
- Average student age: **31 years old**
- Male/female distribution: **55 percent female**
- Ethnic origin: **32 percent minority**
- Type of student attendance: **70 percent part-time**
- Largest occupational program: **Associate degree nursing**
- Intent of student's enrollment: **41 percent are preparing for a new or first job**
- Percent of students intending to transfer: **18 percent plan to transfer**
- Degree completion: **39,056 degrees and certificates earned in FY 93**

Data: *Report on Student Enrollments and Completions Fiscal Year 1993,* Illinois Community College Board

ICCTA's 1994 legislative agenda

PASS BILLS THAT:

- ↑ Provide full and equitable funding for college operations and capital needs
- ↑ Provide relief from unwise state mandates; fund mandate-compliance seminars
- ↑ Restructure the state's tax system to provide more income for the state and more equity for the taxpayer
- ↑ Restore liberty taxes (for tax-cap colleges in the collar counties) for authority to tax for health, life safety; tort immunity; etc.
- ↑ Improve adult education funding
- ↑ Protect local governance of community colleges
- ↑ Seek corporate personal property replacement for Heartland Community College
- ↑ Establish a foundation property tax rate for all community college districts subject to back-door referendum and limiting criteria
- ↑ Provide state-paid health insurance for community college retirees
- ↑ Meet or exceed Illinois Board of Higher Education funding recommendations for higher education
- ↑ Fully fund the Illinois Veterans Grant program
- ↑ Authorize community colleges to grant GED diplomas (current law permits recognition on certificates in Cook County in 1995)
- ↑ Require reporting requirements for the State Board of Education and the Illinois Community College Board so that they gather adult education statistics
- ↑ Eliminate chargebacks
- ↑ Add ICCTA retirees to state health insurance plan
- ↑ Provide three-year high-tech equipment funding and five-year telecommunications funding
- ↑ Provide three-year increase in repair and renovation grants
- ↑ Accelerate articulation for high-school students who want a head start on college
- ↑ Match grants for foundation contributions
- ↑ Certify community colleges for the equity tax when recognized as equalization-eligible
- ↑ Enlarge equity tax eligibility by eliminating equalization as a requirement to qualify

DEFEAT BILLS THAT:

- ↓ Erode or restrict management rights in collective bargaining by:
  - Restricting the use of part-time faculty
  - Providing seniority rights for support staff
  - Other
- ↓ Subdistrict boards
- ↓ Change trustee terms from six to four years
- ↓ Extend property tax limitations
- ↓ Require community colleges to collect proof of immunization before a student could enroll at the college
- ↓ Remove the "non-voting" designation for student board members
- ↓ Erode local board control
- ↓ Reduce local revenue sources

Half-time

continued from page 2

that whatever it is we do, we do from a consensus basis and not unilaterally.

Those players are:

Excellence/ Trusteeship:	Sarah Born, chair Peggy Connolly, vice chair
Public Relations:	Dennis Miner, chair Kay Benneft, vice chair
Minority Affairs:	Eleanor McGuan-Boza, chair Ferdinand Hargrett, vice chair
State Relations:	B.J. Wolf, chair Rich Anderson, vice chair
Federal Relations:	Jim Ayers, chair Ellen Roberts, vice chair
Finance:	Gary Speckhart, chair/ ICCTA treasurer Wayne Green, vice chair
Student Trustee Advisory:	Joyce Heap, chair
Nominating:	Joyce Heap, chair Rich Anderson, vice chair

And let's not forget the other key players who labor diligently at the "grassroots" level, the regional chairs. These leaders are responsible for reaching out to that wide body of trustees who, because of budget and/or time constraints, are not always able to attend ICCTA Board of Representatives meetings but are able to attend the various regional functions and meetings:

West Suburban:	Mary Karasek
West Central:	Wayne Green
Southwest:	Bessie Dulgar
Southeast:	Marvin Scott
South Suburban:	Jim Griffith
North Suburban:	Sarah Born
Northwest:	Wayne Chapin
East Central:	Mike Sullivan
Chicago:	Ronald Gidwitz

These people actually wear "two hats" in that by virtue of serving as a regional chair, they also serve on your ICCTA Executive Committee.

By the way, ICCTA vice president Roger Tuttle, who serves as the coordinator of the regional activities, also served as the chair for ICCTA's special ad hoc Funding Task Force.

And then there's our immediate past president Jeanne Blackman, who served as a member of the all-important systemwide *Vision 2000* Strategic Planning Committee, plus ICCTA secretary Michael Monteleone, who also serves as our unofficial goodwill ambassador.

Finally, let's not forget the "back-up team" who sits on the sidelines but are responsible for supporting each and every function that comes forth from the committees, regions, Board of Representatives, and Executive Committee -- your ICCTA support staff:

- Mary Jo Degler, executive assistant;
- Sherrie Kimble, office assistant;
- Kim Villanueva, director of communication;
- Mike Monaghan, director of government relations; and
- Gary Davis, executive director.

I don't know about you, but unless otherwise directed by the ICCTA Board of Representatives I don't intend making changes in the line-up of a winning team at half-time!

Robert H. Gaffner is president of the Illinois Community College Trustees Association and a trustee at Kaskaskia College.

COMMUNITY COLLEGES ARE AN INTEGRAL PART

OF THE NEW TELECOMMUNICATIONS PLAN

By State Sen. Jim Rea

In an era of fax machines, cellular telephones, and other high-tech gadgets that are revolutionizing communication, our community colleges are on the cutting edge of another technology that seeks to improve the learning capabilities and opportunities of Illinoisians as we head into the 21st century.

In spring 1993, during another year in which lawmakers were forced to make difficult choices about the expenditure of limited tax dollars, I was delighted that we were still able to appropriate $15 million to begin implementing a statewide higher education telecommunications program.

In an era of fax machines, cellular telephones, and other high-tech gadgets that are revolutionizing communication, our community colleges are on the cutting edge of another technology that seeks to improve the learning capabilities and opportunities of Illinoisians as we head into the 21st century.

This program seeks to bring the wide range of courses offered by our institutions of higher learning to areas that might presently be underserved, and allow various institutions to share each other's faculty, staff and resources. The Illinois Board of Higher Education and the Illinois Community College Board are to be commended for working together to interconnect community colleges and universities through this innovative venture.

Initially, this statewide network will be based on local community college-based telecommunications systems, and extend to higher education regional networks supported by the IBHE. In time, local and regional systems will be connected using common technology to create a statewide network. Plans also envision allowing businesses, government, and elementary and secondary schools to link up with the network.

Under the proposed statewide higher education telecommunications system, it might be possible, for example, for hospital personnel equipped with the appropriate technology to share their on-site expertise with students preparing for careers in medicine in a university environment.

Inmates at Sheridan Correctional Center could prepare for life beyond the completion of their terms by "attending" classes offered at a local community college.

Or a teacher at Southern Illinois University at Edwardsville could teach classes simultaneously at John A. Logan, Shawnee, Southeastern, and Rend Lake community colleges.

As a lawmaker representing a large, primarily rural district in deep southern Illinois, I am especially excited about the opportunities this new system provides. In the same way that many of my constituents currently have to travel many miles out of their way to avail themselves of health care services, their opportunities to obtain the services offered by our institutions of higher learning are sometimes limited by the distance between institutions.

I also represent some of the poorest regions of the state, and it is my hope that this new network might allow citizens who do not have the financial wherewithal to attend a quality institution to still obtain a quality education.

At a time when our colleges and universities are struggling financially and in many instances are being forced to consider cutting faculty, staff and programs, this network might also allow schools to save valuable funding and avert layoffs by pooling resources.

Under the proposed statewide higher education telecommunications system, it might be possible, for example, for hospital personnel equipped with the appropriate technology to share their on-site expertise with students preparing for careers in medicine in a university environment.

The $15 million approved by lawmakers in spring 1993 will provide for capital grants to colleges and universities. A total of $500,000 in funding will be set aside this year for non-recurring personnel, contractual services and program development costs.

Capital grants under the Higher Education Cooperation Act administered by the IBHE will be used to purchase telecommunications equipment and remodel facilities at colleges and universities. Grants will be awarded on a competitive basis to support the creation of local and regional delivery systems and interconnect regional systems into a statewide network. Operating grants will be made available to institutions for personnel, contractual services and program development. Grants will not be available for delivering instruction over the networks.

At a time when our colleges and universities are struggling financially and in many instances are being forced to consider cutting faculty, staff and programs, this network might also allow schools to save valuable funding and avert layoffs by pooling resources.

Individually, our community colleges have helped countless people obtain a high-quality, low-cost education for years. This new network will allow our community colleges to pool their resources and personnel and enhance their services to ensure that we continue to make education our top priority in Illinois.

James "Jim" Rea of Christopher has represented the 59th District in the Illinois Senate since 1989. A member of the Illinois House of Representatives from 1979-89, Rea is a former director of the Governor's Office for Southern Illinois.

THE FIRST IN A THREE-PART SERIES

Trustee education: Who needs it?

By Peggy Connolly

As community college board members, we are entrusted with the responsibility to ensure access to quality, lifelong education for our college communities. Trustee education: Who needs it? What is needed? When should it begin? Why have it? Where are resources available? This is the first in a three-part series on trustee professional development.

Part 1 -- Trustee candidate orientation

Trustee candidates have diverse perspectives, expectations, experience and agendas. It would be ideal if all candidates were advocates for the community college and its mission, and knowledgeable about the local college and its vision, programs and challenges.

We believe in lifelong education for others; do we believe in it for ourselves?

In reality, individuals choose to run for office for a variety of reasons, and with varying levels of knowledge about the community college.

Colleges find candidate seminars valuable for several reasons:

1. **Advocacy**

   The more people know about community colleges, the more they appreciate the unique and essential role colleges play in enriching lives and communities. Providing trustee candidates with information about the community college is valuable whether or not the candidate is elected. Successful candidates begin their terms from a position of strength because they are knowledgeable about the college. Unsuccessful candidates may gain a greater appreciation for the college and are more likely to be advocates in the future.

2. **Expectations**

   Board members must be able to commit adequate time to fulfill their responsibilities. Before considering trusteeship, the individual should have an accurate idea of the time required for regular and special meetings, executive sessions, committee work, continuing trustee education, attendance at campus events, and other time commitments expected of trustees.

3. **Competence**

   Within a matter of days after election, the trustee is expected to make important and informed decisions that impact the college and its future. If the process of trustee education is well under way, the new board member begins with knowledge crucial to informed decision-making.

Some colleges believe it is essential to provide board candidates with accurate information, and so begin trustees education early with a program for candidates.

4. **Accuracy**

   Unfortunately, the nature of elections creates

a situation where a public platform is provided with limited accountability. Even though candidates do not speak for the college in any official capacity, what they say may be perceived as true.

Although some may distort information, if individuals have been well-informed about the college, other candidates are likely (even eager) to set the record straight. Particularly in challenging or controversial situations, the candidate who is most likely to gain support is not the one pointing the finger of blame, but the one pointing the direction.

5. **Responsibility**

Trusteeship carries with it legal and ethical responsibilities that, if ignored, compromise both the individual and the institution. Candidates must understand the role of the trustee, the distinction between governance and administration, and an appreciation of the difference between acting as an individual and acting as a member of a board.

We cannot control what candidates say about the college, but we can ensure that they are provided with accurate information.

What should be included in candidate orientation? Different colleges choose different formats and cover different topics. Some offer a formal seminar with audio-visual aids, presentations by various college personnel, packets of information, and tours. Others provide a more informal format of conversation with the college president.

Candidate seminar topics have included:

- Community college mission
- Philosophy and purpose of public community colleges
- Community college governance
- Illinois community college system
- Organization of higher education in Illinois
- District demographics
- College mission, vision, philosophy and goals
- Role of the board of trustees
- Institutional portrait
- College organizational chart
- Student portrait
- Student life
- Student services
- Curriculum and programs
- Faculty portrait
- Support services
- Facilities and construction
- College budget
- Taxation and funding
- College strategic plan
- Community and information services
- College foundation

Colleges may want to consider a press release following the seminar that includes the information given to candidates. This is one more opportunity for public relations, as well as a way to encourage honest dialogue. We cannot control what candidates say about the college, but we can ensure that they are provided with accurate information.

A College of DuPage trustee since 1989, Peggy Connolly serves as vice chair of the ICCTA Excellence/ Trusteeship Committee.

THE FIRST IN A TWO-PART ARTICLE

SEXUAL HARASSMENT

The Legal Corner **is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.**

PLEASE NOTE: *This column should not be construed as legal advice. Please consult your board attorney on specific legal matters involving your college.*

By Allen D. Schwartz

Introduction

Sexual harassment exists in community colleges! The state legislature believes it to be a fact of life, for it has amended the Board of Higher Education Act to require community colleges to include courses on addressing sexual harassment in their curriculum (Ill. Rev. Stat. ch. 144, Sec. 189.21.).

Community colleges must also file monthly reports on the cases where there is a finding of sexual harassment. The purpose of this article is to set out an explanation of the law of sexual harassment.

Part 1 of this two-part article will define sexual harassment, state what laws prohibit this conduct, and explain the different types of sexual harassment.

In Part 2, the different types of sexual harassment are elaborated, the "reasonable person" concept is illustrated, the basis for liability for sexual harassment is stated, and in conclusion, the importance of a sexual harassment policy and grievance procedure is discussed.

What is sexual harassment?

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that occurs in the workplace. This general definition is clarified by a review of the guidelines issued by the Equal Employment Opportunity Commission (EEOC).

These guidelines state that sexual harassment occurs when:

1) Submission to such conduct is made either explicitly or implicitly a term or condition of employment;

2) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; and/or

3) Such conduct creates an intimidating, hostile or offensive working environment that interferes with an individual's work performance.

The state legislature has amended the Board of Higher Education Act to require community colleges to include courses on addressing sexual harassment in their curriculum.

Legal prohibitions against sexual harassment

Sexual harassment is prohibited by several federal and state statutes and in the guidelines and regulations issued by the agencies that administer those laws.

- **Title VII of the Civil Rights Act of 1964** (42 USC §2000e) makes it an unlawful employment practice for an employer to discriminate against any individual with respect

continued on next page

Examples of sexual harassment

The list below is by no means exhaustive, but is merely designed to give examples of certain unwanted behaviors that would constitute sexual harassment:

- **Verbal harassment**
  - ↓ Referring to an adult female as a girl, doll, babe or honey, or an adult male as a hunk, etc.
  - ↓ Whistling at someone or making cat calls
  - ↓ Making sexual comments about a person's body or anatomy
  - ↓ Making sexual comments or innuendos
  - ↓ Turning work discussions to sexual topics
  - ↓ Telling sexual jokes or stories
  - ↓ Asking about sexual fantasies, preferences, or history
  - ↓ Asking personal questions about social or sexual life
  - ↓ Making sexual comments about a person's clothing or looks
  - ↓ Repeatedly asking out a person who is not interested
  - ↓ Making kissing sounds, howling, and/or smacking lips
  - ↓ Telling lies or spreading rumors about a person's personal sex life
- **Non-verbal harassment**
  - ↓ Looking a person up and down ("elevator eyes")
  - ↓ Staring at someone
  - ↓ Blocking a person's path
  - ↓ Following the person
  - ↓ Giving personal gifts
  - ↓ Displaying sexually suggestive visuals
  - ↓ Making facial expressions such as winking, throwing kisses, or licking lips
  - ↓ Making sexual gestures with hands or through body movements
- **Physical harassment**
  - ↓ Giving a neck or shoulder massage
  - ↓ Touching a person's clothes, hair or body
  - ↓ Hanging around a person
  - ↓ Hugging, kissing, patting, or stroking
  - ↓ Touching or rubbing oneself sexually around another person
  - ↓ Standing close or brushing up against a person

Harassment

continued from previous page

to compensation, terms, conditions or privileges of employment because of such individual's race, color, religion, sex or national origin. The federal agency that enforces sexual harassment laws in the employment setting is the Equal Employment Opportunity Commission.

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that occurs in the workplace.

- **Title IX of the 1972 Educational Amendments** (20 USC §1681) prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. The Office of Civil Rights enforces students' sexual harassment claims.

- **The Civil Rights Act of 1866** (42 USC §1983) recognizes a right to pursue a sexual harassment claim under the 14th Amendment to the U.S. Constitution. These claims are directly litigated in the federal court system.

- **The Illinois Human Rights Act** (775 ILCS 5/1-101 et seq.) prohibits any employer, employee, agent of any employer, employment agency or labor organization to engage in sexual harassment. The Illinois Department of Human Rights is the agency that has enacted guidelines under which the Act is enforced.

In addition to the remedies available under federal and state statutes, a claim of sexual harassment can result in common law claims such as:

- Intentional or negligent infliction of emotional distress;
- Defamation;
- Invasion of privacy;
- Assault and battery; and
- Negligent hiring or supervision.

Types of sexual harassment

The courts have defined two major categories of sexual harassment:

- **Quid pro quo sexual harassment:** In this type of claim, an employee alleges a supervisor or co-worker has demanded sexual favors. If they are not given, there is a threat to or retaliation that adversely affects the employee's employment relationship. There is a link between inappropriate employee conduct and the denial or grant of an employment benefit.

- **Hostile environment sexual harassment:** In this type of claim, employees allege that the workplace environment has become so "permeated with discriminatory intimidation, ridicule and insult that it has become sufficient to alter the conditions of the claimant's employment. Harris v. Forklift Systems, --US--, 62 USLW 4004 (November 9, 1993).

Title IX of the 1972 Educational Amendments (20 USC §1681) prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance.

Allen Schwartz of Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., has served as chair of the Illinois Community College Attorneys Association for two years.

Newsmakers □ Newsmakers □ Newsmakers

Black Hawk College toasts new president Redwine

Judith Redwine

Black Hawk College's new president recently celebrated her first day on the job.

Judith Redwine previously served as vice president/chancellor of Indiana Vocational Technical College in Richmond. A former academic program officer with the Indiana Commission for Higher Education, Redwine earned her doctorate in educational administration from the University of Notre Dame.

Black Hawk executive vice president **Charles Laws** had served as interim president since March 1993.

* * * * * * * * * * *

Parkland project gets $1 million boost

Parkland College president Zelema Harris (second from left) and other officials were on hand to welcome Gov. Jim Edgar (fourth from left) in late January. Edgar visited Parkland to present a symbolic check for the college's new construction project, a child development center.

Demuzio honored as ICCTA Outstanding Legislator

State Sen. Vince Demuzio

State Sen. Vince Demuzio's long list of honors now includes an Outstanding Legislator Award from the Trustees Association.

Surrounded by friends, fans, and fellow legislators **Rep. Tom Ryder** and **Sen. Penny Severns**, Demuzio accepted the award during a Dec. 15 ceremony at his alma mater, Lewis and Clark Community College. The Carlinville legislator was cited for his longtime advocacy of community college education.

* * * * * * * * * * *

Other awards and accolades

- Moraine Valley Community College president **Vernon Crawley** has been appointed to the American Council on Education's Commission on Minorities. The group will address issues related to minority participation in higher education.

- **Paul Heath**, president of Elgin Community College, has announced his plans to resign on Aug. 31. His 35-year educational career includes 13 years as John Wood Community College's founding president and seven years at the helm of ECC.

- Community colleges will have a strong voice on the Illinois Job Training Coordinating Council with the appointment of new member and Lake Land College president **Robert Luther**.

- Elgin Community College trustee **Ellen Roberts** now serves on the governing board of the Mexican Cultural and Educational Institute of Chicago. The Institute is a non-profit organization that promotes knowledge and appreciation of Mexican culture.

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HOW DO YOU "GET TO YES"?

Have you ever wished for greater powers of persuasion? Whether you're trying to convince a faculty senate, a local legislator, or another trustee to accept your point of view, knowing how to "get to yes" can mean the difference between success and failure.

You can pick up some proven negotiating techniques for home, work and board at an upcoming seminar sponsored by the Illinois Community College Trustees Association.

What you'll learn

You CAN Negotiate is ***NOT*** a workshop about negotiating a labor contract! Through discussion, case studies, and role-playing exercises, you'll explore the basic steps of successful negotiating, including:

- How to prepare for a negotiation
- How to put together a negotiating team
- How to anticipate the other side's motivations
- How to respond to negotiating tactics
- How to handle a hostile negotiator

About the instructor

Lynn Cohn is an attorney and adjunct professor at Northwestern University who specializes in dispute resolution training. During her seminar, Cohn gives participants ample opportunity to practice their new negotiating skills.

WHO: Trustees and other interested persons

WHAT: ICCTA's *You CAN Negotiate seminar*

WHERE: Hyatt Regency Oak Brook

WHEN: 11:45 AM - 5 PM, Friday, March 11

WHY: Improve your negotiating skills

HOW MUCH: $60 (includes lunch)

Hotel and registration info

You CAN Negotiate will be held from 11:45 AM - 5 PM on Friday, March 11, at the Hyatt Regency Oak Brook. Cost is $60 and includes lunch.

To reserve a hotel room at ICCTA's special rate of $60 per night, you must call the Hyatt at 708/573-1234 **BEFORE** February 24.

For more information on *You CAN Negotiate*, call the Trustees Association at 217/528-2858.

ILLINOIS TRUSTEE

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ILLINOIS TRUSTEE

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Building a systematic approach to government relations

Promoting your college among legislators is never easy. Most schools are constantly searching for creative and effective ways to bring lawmakers on campus and keep them informed about important issues. Here is a checklist that your college might want to use to evaluate your institution's approach to government relations:

Getting organized

A. The board

1. What instructions has the board given the president in the area of government relations?
   - A. What does the board want?
   - B. What will the board (as a whole) contribute?
   - C. What will individual trustees be responsible for?
   - D. Does the board expect the president to function across party lines?
2. Does the president regularly report to the board on the results of the college's government relations program?

B. The college administration

1. What is the president's role vis a vis other college staff?
2. What roles will staff (i.e., legislative liaison, public relations director, development officer) play in government relations?

BHC NEWS FOR LEGISLATORS

Black Hawk College has begun faxing newsletters and special alerts to its local legislators.

A plan for action

A. Using ICCTA, ICCB and IBHE

1. Who will keep the Illinois Community College Trustees Association, the Illinois Community College Board, and the Illinois Board of Higher Education informed of college concerns?
2. Who will call ICCTA, ICCB and IBHE with information gleaned from legislative contacts and communications?
3. Who will edit and disseminate information received from ICCTA, ICCB and IBHE?

B. Government relations tasks

These tasks should be assigned to a specific person at the college:

✓ 1. Keep an up-to-date list of key public officials, from township to Congress. The list should note preferred title

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Inside the *Trustee*

Guess who's enrolling at your college ..... ***p. 6***

How legislators make decisions ..... ***p. 8***

Sexual harassment, Part 2 ..... ***p. 12***

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FROM THE PRESIDENT'S DESK

A time for reflection and challenge

By Robert Gaffner

By the time this issue of the *Trustee* is read, my tenure as president of the association will have ended, or will be close to ending. Regardless, I want to take this opportunity to thank the entire membership for the privilege you have extended to me by allowing me to serve as your president.

I'm proud to have led this organization during the last 12 months, but more importantly, I'm prouder still of the accomplishments each of you have allowed to happen. Had it not been for the enthusiastic reception, support and cooperation from each of you, nothing could have been accomplished. Perhaps trite but true, a leader can only be as good as the people surrounding him or her.

Never forget that you represent the same constituent base as the Illinois General Assembly and the U.S. Congress, and as a result, members of the General Assembly and Congress will listen to you and recognize your representation of the people.

Guided by the leadership of incoming president Roger Tuttle, I look forward to continuing to work toward the strengthening and enhancement of the association's ever-growing influence and impact upon the educational opportunities for both youth and adults in the state of Illinois and the United States of America. Truly ICCTA's impact is being felt, not only in the educational community and the "grassroots" people we serve, but in the all-important Illinois General Assembly and U.S. Congress.

If I could leave but one challenge with our association's members, it would be that we continue to push forward our already considerable influence within the Illinois General Assembly and the U.S. Congress. As we step upon the threshold of the 21st century, and if we are to remain competitive, viable and true to our mission, we must do so with all of the energies and fervor we can amass.

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ILLINOIS TRUSTEE

The *Illinois Trustee* is the official publication of the Illinois Community College Trustees Association. The *Trustee* is published four times a year to all trustees, presidents, legislators, and other persons interested in Illinois' public community college system.

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Michael R. Monteleone, Secretary
Prairie State College

Gary Speckhart, Treasurer
John Wood Community College

1993-94 REGIONAL CHAIRS
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Wayne Chapin, Highland Community College
Northwest Region

Bessie Dulgar, Illinois Eastern Community Colleges
Southwest Region

Ronald Gidwitz, City Colleges of Chicago
Chicago Region

Wayne Green, Carl Sandburg College
West Central Region

James Griffith, Prairie State College
South Suburban Region

Mary Karasek, Morton College
West Suburban Region

Marvin Scott, Rend Lake College
Southeast Region

Mike Sullivan, Lake Land College
East Central Region

Building

continued from page 1

and nickname, phone numbers, addresses, staff, and spouse/significant others.

✓ 2. Add public officials to the appropriate college mailing lists so they are informed of campus happenings.

✓ 3. Orient political candidates and newly elected officials to the college.

✓ 4. Brief senior officials at least once a year on college plans.

✓ 5. Supply lawmakers with college brochures and directories.

✓ 6. Send tapes of outstanding faculty lectures to lawmakers. Include a note expressing your appreciation for their support of the college and the wish that the tape might help make the drive to Springfield a little less tedious.

✓ 7. Invite legislators to use your college facilities for town meetings.

✓ 8. Ask the board, president, administrators and friends of the college to attend political functions in the district.

✓ 9. Offer to provide lawmakers with ZIP-coded mailing lists of students so they can see how your college serves their constituents.

✓ 10. Provide legislators with data that show the impact of state and federal programs (such as Pell Grants) on students at your institution.

✓ 11. Never hold a public event on campus without inviting your local public officials.

✓ 12. Give public officials proper credit for the college's good fortune (whether it is state funding for a building, passage of a referendum, or accreditation of a new program).

✓ 13. When the time comes to hand out kudos, hand the biggest and the first to officials who were genuinely helpful. But don't forget to recognize everyone. Next time, the less supportive officials might be of more assistance.

✓ 14. Don't ask legislators to do the impossible for you. Instead, ask "How might we work together to get this done?"

✓ 15. Don't worry if all of your legislators don't support each of your goals and plans. You don't need unanimous support.

✓ 16. Don't ever give up on an unresponsive legislator. In politics, even the dead can live again. Don't burn bridges.

✓ 17. Find some time to listen to government officials about their hopes for the college. Rather than trying to persuade them all the time, make an effort to learn more about their views.

✓ 18. Pass board resolutions on subjects important to the college. Deliver the signed resolution to the lawmakers' offices in person, if possible.

✓ 19. Be willing to challenge the constitutionality of new laws or rules that adversely affect the college. Here is an area where the board can spend public funds to change state or federal laws. Consider forming coalitions to pursue legal cases affecting several colleges. ICCTA might be a useful framework for such joint efforts.

Nearly 100 faculty and staff attended Parkland College's March 28 Legislator Appreciation Luncheon. Pictured from left are state Rep. Laurel Prussing; Kevin Northrup, Parkland's vice president for fiscal services/governmental relations; president Zelema Harris; J. Bradley Hastings, director of counseling and all-college senate president; and state Sen. Stan Weaver. Not pictured is state Rep. Tim Johnson.

ICCTA Lobby Day

Trustees and presidents from around the state converged on Springfield on May 11 for ICCTA's annual Community College Lobby Day. Participants met with their legislators to lobby for the proposed fiscal year 1995 community college budget, state funding for local capital projects, and extension of the "equity tax" option. The Trustees Association also hosted a standing-room-only "thank you" luncheon for 300+ attendees, including:

Reps. John "Phil" Novak (D-Bradley) and Larry Hicks (D-Mt. Vernon)

Black Hawk College president Judith Redwine, trustee Glenn Doyle, Sen. Denny Jacobs (D-East Moline), and trustee Evelyn Phillips

Carl Sandburg College trustees Wayne Green and William Brattain, president Don Crist, and Sen. Carl Hawkinson (R-Galesburg)

Rep. Terry Parke (R-Hoffman Estates) and William Rainey Harper College trustee Molly Norwood

John A. Logan College trustee John O'Keefe, president Ray Hancock, and Rep. Gerald Hawkins (D-DuQuoin)

"WHAT EVERY TRUSTEE SHOULD KNOW"

ICCTA 23rd Annual Convention
June 16-18, 1994
Springfield Renaissance Hotel
Springfield, Illinois

Have you ever wanted to consult with an outside expert on a matter concerning your college?

This year's ICCTA convention will give you the opportunity to meet with up to **four** different experts on various topics. Choose your own consultants based upon your impressions from their opening comments. Then follow up in a small-group setting by asking about the issues that are particularly important to you and your college:

- ✔ *Trends in occupational programs*
- ✔ *Ideas for retaining minority students*
- ✔ *Training needs of trade unions*
- ✔ *7 things to know about property taxes*
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Guess who's coming to college: Enrollment study raises questions for college boards

By Gary W. Davis

Recent enrollment trends

A recent study by the Illinois Community College Board reveals that 727,310 students enrolled at Illinois community colleges between July 1, 1992, and June 30, 1993. If the credit hours they earned had all been taken by full-time students, the system would have had 237,129 students. In other words, the "full-time equivalent enrollment" at Illinois community colleges was over 237,000, a slight increase over the previous year (*Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1993*, Illinois Community College Board, January 1994, p. iii).

Boards should decide whether they are satisfied to be serving their current array of students.

Often community colleges are portrayed as places for students whose jobs do not allow them to travel to universities, and as institutions for those who could not gain admission to a baccalaureate program. But the ICCB study paints quite another picture:

- Half of the 1992-93 community college students graduated in the top half of their high school class.

- Many had already earned college degrees: 21,076 students had bachelor's degrees; 5,482 had master's degrees; and 804 of the students had doctoral degrees (p. 23)!

- Although many older students were enrolled, the largest percentage of students who received community college degrees and certificates were between 21 and 24 years of age.

- About 55 percent of community college students were women (p. 11), and 60 percent of those who completed certificates or degrees were female (p. iv). Other ICCB studies have shown that few female community college students prepare for higher-paying, traditionally male-dominated fields.

- Thirty-two percent of the 1992-93 Illinois community college students were minorities (p. iii). However, a very high percentage of minorities (27 percent of African-Americans and 38 percent of Hispanics) were studying at the pre-collegiate level (p. 16). These two groups of pre-collegiate students included 83,717 people, or about 43 percent of all community college minority enrollment. When their numbers are subtracted from total minority college-level enrollment, minority participation in Illinois community colleges closely parallels the minority share of the state's population.

Given the fact that community colleges enroll so many minority students, shouldn't more minority students advance to college-level programs?

Reasons for enrollment

Why do students enroll in Illinois community colleges? Over 56 percent of community college students said that **career advancement was their primary reason for enrolling** (p. 33). A much smaller group -- 26.1 percent -- reported that they enrolled at a community college in order to prepare for **transfer** to a baccalaureate program at another college or university (p. 33).

If community colleges are serving the right groups of students, how well are they serving them?

Transfer programs are important to many community college students. University studies show that students who began at a community college and then transferred to a baccalaureate program at another college or university academically outperformed native students at the new institution (*The Collegian*, Illinois State University, July 1988, p. 4).

In the 1992-93 year, 13,561 students completed an associate degree that was designed for use in transferring (ICCB, p. 29). Many others transferred before completing an associate degree. Would a universal articulation agreement between community colleges and universities encourage more students to finish associate degrees before transferring?

Other ICCB studies have shown that many students transfer after completing an occupational rather than a pre-transfer associate degree. What implications does this have for occupational programs?

Despite the importance of transfer to some community college students, **nearly twice as many enroll to improve their job skills** (p. 33). Some enroll in order to prepare for a new career, while others seek advancement in their current field.

The most common community college career program is the associate degree in nursing (or ADN). Enrollments in ADN programs increased 8.1 percent in 1992-93, and both the demand and salary for registered nurses are improving steadily.

Enrollments in the next most populous occupational programs -- business data programming, criminal justice technology, accounting/bookkeeping, and business administration and management -- actually lost enrollment. Registrations in the low-paying field of child care, the sixth most popular community college occupational program, grew 6.2 percent.

Implications for trustees

Although they are proven starting places for those

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How well do you know who enrolls in Illinois community colleges?

Are the following statements true or false?

T F *Community college graduates are usually from 21 to 24 years of age.*

T F *Half of community college students graduated in the top half of their high school class.*

T F *Many community college students already hold college degrees.*

T F *The percentage of college-level community college enrollment constituted by minorities closely parallels the percentage of minorities in the Illinois population.*

T F *Most community college students do not enroll in order to transfer to a baccalaureate program.*

T F *"To gain a skill" is given as a reason for enrolling more often than "to obtain a degree."*

Give yourself 1 point for every statement that you said was "true." If you scored 5 or 6 points, you know community college students. A score of 3 or 4 means that you are aware of some enrollment trends. A lower score means that it's time to take a closer look at who's coming to college.

By State Rep. Vickie Moseley

The decision-making process of legislators is a constant source of discussion for those ardent souls who must daily decipher our actions. Staff members are constantly trying to second-guess their "charges." Constituents are always trying to figure out why their legislator voted one way or another on any given issue.

But for the people who must represent a group or association and try and persuade members of the legislative branch, knowing how the mind of a legislator works becomes a matter of life or death.

The decision-making process of legislators is a constant source of discussion for those ardent souls who must daily decipher our actions.

I know all too well the frustrations of figuring out what "buttons" to push. In the not too distant past, I was on the other side of the door -- a lobbyist for higher education, trying to convince the members of the Illinois General Assembly of the value of my counsel on matters concerning our state's colleges and universities.

And even after I won election to the 88th General Assembly, I still tended to "think" like a lobbyist. With one full year under my belt, I have been thinking like a legislator for a while, and I have a much better understanding of the decision-making process.

Let me first disclaim what I am about to claim. Each legislator is an individual, and generalizations such as the ones I am about to make will not fit each and every legislator. I have attempted to "cover all the bases" so that at least some of what I say should help you to understand your audience.

Usually first on any checklist of decision-making is the values and judgments basic to the legislator. A legislator who has strong convictions on a subject will be all but impossible to "re-educate." If you know the legislator's convictions, half your battle is won. She is either on your side or not on your side, and you are then free to go to the next person on the roll call.

For most pieces of legislation, however, there is not strong conviction either way. The majority of the time, legislators have to exert some effort to decide how to vote on legislation.

Staff analysis is a major factor in how many legislators vote. In Illinois, legislative staffs are partisan

but "friendly." Often a legislator can make himself familiar with staff analysis from both sides of the aisle. If both staff respond negatively to a bill (we refer to this as "the DOWN arrow"), a "yes" vote will be a rare find, if the bill is even brought up for a vote.

If, on the other hand, both staffs are positive (an "UP arrow"), the legislation sails out of committee and frequently receives no further notice as it progresses on "auto-pilot" -- the consent calendar.

Often the staffs disagree or may even be neutral on the bill. Legislators must then take the process a step further. My personal assistants make very detailed notes of all constituent contacts that I receive.

Since very few people actually take the time to call or write their legislator, it then follows that each call or letter probably means a hundred more constituents are thinking the same way but didn't bother to make the contact.

They compile those notes in a binder that I carry with me every day to the House floor. If I receive a call or a letter on any particular bill, I have a record of that opinion.

Most legislation goes totally unnoticed by the general public. It then seems logical to assume that if a bill is noticed -- and noticed by several people -- it means something to the folks back home, and the legislator had better take heed.

I once heard this described as the "cockroach theory." As the theory goes, everyone knows that one cockroach scurrying across the kitchen floor means a hundred more hiding in the wall.

Since very few people actually take the time to call or write their legislator, it then follows that each call or letter probably means a hundred more constituents are thinking the same way but didn't bother to make the contact.

I have heard more than one legislator get up to explain her vote by simply citing the number of calls she received on that day concerning that bill. There are many bills, however, that do not merit even one phone call. The process continues.

It is the rare legislator who doesn't talk to other legislators. Many long hours are spent in committees with the same legislators. Most assemblies have assigned seating, and so your "seat mate" frequently becomes a close and enduring friend.

When legislation is difficult to decide, many legislators seek out colleagues to help in the decision-making process. Sometimes, those colleagues may be of the other political party but possess an expertise in the area. An effective lobbyist may convince a legislator to act as his "spokesperson" on the floor and win votes in that manner.

At times, the decision is beyond all control. In Illinois, we have the "structured roll call." Some matters are so politically sensitive -- and yet so important -- that the decision is not made in either chamber but is hammered out after hours of negotiations between the legislative leaders and the governor.

At these times, the leaders decide how many votes each must "put on the roll." It is common in such votes for the leaders to try and protect their vulnerable members from votes that could cost an election. During such votes, it is impossible to persuade a person either on or off the roll.

Last, but by far not least, many bills are decided by the effectiveness of the lobbyists working the bill. A good lobbyist can persuade a legislator of the merits (or demerits) of a bill and, all else being equal, will see his efforts rewarded in the final vote totals.

First-term lawmaker Vickie Moseley was elected to the Illinois House of Representatives' 99th District seat in 1992. She previously served as a lobbyist for the Federation of Independent Colleges and Universities and the Illinois Student Assistance Commission.

THE SECOND IN A THREE-PART SERIES

Jumping on the moving train: New trustee education

By Peggy Connolly

Becoming a member of a board of trustees is like jumping on a moving train: The train doesn't stop for anyone -- you have to jump on as it flies by, and move ahead from there.

Almost immediately upon election (within a matter of days under Illinois law), new trustees shoulder the enormous responsibility for the present and future well-being of the college. It is unlikely that even the most conscientious and knowledgeable candidate will be fully informed about issues that will require immediate action. New trustee education is essential for excellence in trusteeship. This is the second in a three-part series on trustee professional development.

Part II -- New Trustee Orientation

Community college board members are entrusted with the responsibility to ensure access to quality life-long education for their college communities. Trustees have both an explicit obligation to direct the resources and policy of the institution and an implicit obligation to be advocates for their community colleges. These responsibilities require in-depth knowledge of the college, its mission, programs, finances, demographics, facilities, strategic plan, and community needs.

Trustees have both an explicit obligation to direct the resources and policy of the institution and an implicit obligation to be advocates for their community colleges.

Soon after the election, and before the first board meeting if possible, the board chair and the college president should meet with new trustees to discuss in depth the college's mission, the role of the board, and the most urgent issues facing the college.

New trustee orientation should include a tour of all facilities. It can be helpful for deans, faculty, staff and students to give a brief orientation to new trustees as they tour their areas. This gives new board members a chance to meet and interact with representatives of many constituent groups, and helps to clarify the roles they play in fulfilling the college mission. It gives the guides an opportunity to talk more informally with board members.

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Where does the college have resources for self-study? Show new trustees where they can find information to help them become better board members. Make sure new trustees know where these resources are kept in the library. Introduce them to the college newspaper editor, and let them know how to access back issues of the paper.

Some colleges have a special trustee library. This can be as simple as a file cabinet or bookcase in the board room or a part of the library. The trustee library may contain books on different aspects of the community college and trusteeship, brochures such as

the Illinois Community College Trustees Association's *Welcome to the Board*, ICCTA and Association of Community College Trustees orientation videos, audio or video tapes of conference presentations, and articles that trustees have found to be particularly helpful or insightful. Some colleges provide subscriptions for trustees to appropriate periodicals.

Some specific materials are very helpful to new board members. Copies of the college's policy manual and trustee handbook are essential, as is an organizational chart of the college and of the state educational system. A copy of the Illinois Public Community College Act (available from ICCTA) is also important. It is a courtesy to provide new trustees with biographical sketches of other board members, top administrators, and legislators.

Encourage new trustees to become active in ICCTA, ACCT, the Association of Governing Boards, or other appropriate professional organizations. Invite them to come with you to conferences and committee meetings. If you are unable to attend a meeting yourself and know someone is interested, ask another trustee to look out for your new board member.

Provide trustees with the meeting dates and locations of the Illinois Community College Board and the Illinois Board of Higher Education. Colleges may provide trustees with opportunities for professional development by identifying classes on campus (finance, government, education or other disciplines) that will enhance trustee effectiveness.

The achievement of excellence in trusteeship requires a commitment by the board and its members to continuing professional development.

Some boards find it helpful to schedule a retreat soon after the board is reorganized. A retreat gives the president and new board an opportunity to get to know each other, to re-examine the role and responsibilities of the board and its relationship to the president, and to set goals for the coming year. Starting with board self-evaluation can be helpful in charting a course for the future. By identifying priorities and concerns and the need for additional knowledge or involvement, you set a standard by which to measure your success as a working body.

Governing boards are effective when members meld their individual expertise and work as a team toward common goals. The achievement of excellence in trusteeship requires a commitment by the board and its members to continuing professional development.

A College of DuPage trustee since 1989, Peggy Connolly serves as vice chair of the ICCTA Excellence/ Trusteeship Committee.

President's desk

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Aside from each of our own individual institution's efforts to develop alternative funding sources within the private and corporate sectors, we must continue to be ever mindful that we are inextricably entwined in competition with a myriad of other entities vying for dwindling public dollars. Not to recognize this as a reality borders upon sheer folly.

Thus, if I have a "swan song" it would be this: Be ever mindful that as an *elected trustee*, you represent the *very same people* that elect our *partisan* representatives in the Illinois General Assembly and the U.S. Congress. Albeit, you as a trustee are a *non-partisan* phenomenon, but you are elected by the *very same constituency*! As a consequence, *never forget* that *YOU* represent the same constituent base, and as a result, members of the Illinois General Assembly and the U.S. Congress *WILL LISTEN TO YOU AND RECOGNIZE YOUR REPRESENTATION OF THE PEOPLE!*

LET'S CONTINUE PUSHING FORWARD TOGETHER!

Robert H. Gaffner is president of the Illinois Community College Trustees Association and a trustee at Kaskaskia College.

THE SECOND IN A TWO-PART ARTICLE

SEXUAL HARASSMENT

The Legal Corner **is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.**

PLEASE NOTE: *This column should not be construed as legal advice. Please consult your board attorney on specific legal matters involving your college.*

By Allen D. Schwartz

In the first part of this article (see spring 1994 *Illinois Trustee*), sexual harassment was defined, the laws prohibiting same were cited, and the types of sexual harassment were defined. In this second part of the article, sexual harassment is reviewed, liability for sexual harassment is explained, and the importance of a sexual harassment policy and grievance procedure is discussed.

Defining a "hostile environment"

Hostile environment sexual harassment is difficult to prove. The claimant of necessity subjectively perceives the environment as abusive and, in addition, must objectively prove that those perceptions create a hostile environment.

These are some but not an exclusive list of objective factors recognized by the U.S. Supreme Court as indicating a hostile environment:

1. Frequency of the alleged unwelcome conduct and the past conduct of the parties;
2. Severity of the conduct;
3. Whether the conduct is physically threatening or humiliating;
4. Display of sexually explicit posters or drawings; and
5. A pattern of offensive conduct. Harris v. Forklift System Inc., supra. See also Equal Employment Opportunities Commission Notice "Policy Guidance on Current Issues of Sexual Harassment" (March 19, 1990).

Generally, isolated instances will not create a hostile environment claim unless they are severe and egregious. Saxton v. American Telephone and Telegraph Co., 10 F.3d 526 (7th Cir. 1993) held that two separate and limited instances of unwelcome touching did not create a hostile environment.

Generally, isolated instances will not create a hostile environment claim unless they are severe and egregious.

A hostile environment can also be created by non-sexual acts, such as placement of a sign in the employees' lounge stating "For Men Only", Hall v. Gus Construction Co. 845 F.2d 1010 (8th Cir. 1988).

The over-arching principle is that the improper

conduct must be severe or persuasive enough to create an objectively hostile or abusive work environment that unreasonably interferes with an employee's work performance.

"Reasonable person" or "reasonable woman" standard

The testimony of the sexual harassment claimant is evaluated by the courts to determine whether the claimant acted as a "reasonable person" when confronted with the misconduct. In other words, in determining whether the conduct is sexual harassment, the question is: Was the claimant acting reasonably in deciding that the alleged misconduct was sexually harassing?

Liability of a school board generally occurs when the board has notice of the existence of the hostile environment or "quid pro quo" conduct and fails to respond.

Recognizing that women may view sexual behavior differently from men, some courts have applied a "reasonable woman" standard, see Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991). No matter which standard is used, if the court finds the claimant to be reacting in a hypersensitive manner, the claim will not be sustained.

In addition to showing that the conduct is offensive to a reasonable person, there must be proof that the conduct is "unwelcome." In Meritor Savings Bank v. Vinson, 477 US 57 (1986), a victim testified that she had sexual relations with her supervisor out of fear of losing her job. The court held that the correct inquiry was whether the sexual advances were unwelcome, not whether the victim's participation was voluntary. Meritor also held that the victim must indicate to the aggressor (by conduct, verbal signals or body language) disapproval of the aggression.

Employer liability and how to ameliorate liability

Employers are responsible and liable under the doctrine of "respondent superior" if they knew or reasonably should have known of the sexual misconduct of their employees. However, community college boards are not generally subject to "respondent superior" liability. Liability of a school board generally occurs when the board has notice of the existence of the hostile environment or "quid pro quo" conduct and fails to respond.

Necessity of sexual harassment policy and grievance procedure

The Supreme Court has suggested that a sexual harassment grievance procedure would protect an employer from liability if sexual harassment is specifically proscribed, the policy provides the victim with a reporting system, and an alternative reporting method is available if the alleged harassing supervisor is the individual designated to receive or rule on the first step of the grievance process, Meritor Savings Bank v. Vinson supra.

If the employer maintained a reasonable responsive grievance procedure, and the harassed employee knew about the grievance procedure but failed to file a grievance, the employer is not liable. Thus, the first step to protection from sexual harassment claims is to enact a sexual harassment policy.

The first step to protection from sexual harassment claims is to enact a sexual harassment policy.

Sexual harassment is an issue that is of increasing importance. Following the principles and suggestions in this article, community college boards should be able to meet the challenges of these claims.

Allen Schwartz is a partner in the Chicago-based law firm of Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd. He has served as chair of the Illinois Community College Attorneys Association for the past two years.

Newsmakers □ Newsmakers □ Newsmakers

Murphy tapped for College of DuPage presidency

Michael T. Murphy, president of St. Louis Community College at Florissant Valley, has been selected as the new president at the College of DuPage. He will take over the post on July 1, succeeding retiring **president H.D. McAninch**.

In addition to his presidential duties, Murphy has also served as chief student development officer and chief planning officer during his seven-year tenure at St. Louis Community College. He currently chairs the Missouri Community College Association Presidents/ Chancellors' Council and received the Bennett Distinguished President Award from Phi Theta Kappa in 1992.

4 new trustees join State Community College board

A major board turnover has resulted in four new trustees at State Community College. The new members, who were appointed by Gov. Jim Edgar and confirmed by the Illinois Senate, include:

- New board chair **Lena Weathers**, the director of quality assurance at Comprehensive Mental Health Center of St. Clair County and a former SCC teacher and administrator;
- **Patricia Lewis**, the director of Holy Angels Shelter;
- **Percy Murdock**, a career exploration coordinator in the East St. Louis school system; and
- **Pearl Washington**, a teacher and program coordinator in the East St. Louis school system.

Leaving the board are former acting chair **Rogers Conner** and trustees **Norman Lefton**, **Johnnie Penelton**, and **Don Knuckle**.

Appointments and accolades

- Anticipating the enactment of school-to-work legislation at the federal level, Gov. Edgar has created a Task Force on School-to-Work Transition. Representing community colleges are **Harry L. Crisp II**, chair of the Illinois Community College Board, and **Ron Gidwitz**, chair of the City Colleges of Chicago Board of Trustees.

- Lake Land College president **Robert Luther** is now serving a one-year term on the Illinois Job Training Coordinating Council. The Council is charged with guiding state policy for distributing federal workforce training funds.

- Elgin Community College president **Paul Heath** was recently honored by the National Council of La Raza, Club Guadalupano, and the Organization of Latin American Students for his efforts on behalf of Hispanic students at ECC.

Kishwaukee student to lead PTK

John Roberts (right), chair of the Kishwaukee College Board of Trustees, congratulates KC student Kevin Braden, who recently won election as the 1994-95 president of Phi Theta Kappa International, the honor society for community and junior college students. Braden defeated 11 other candidates to win the worldwide seat.

Newsmakers □ Newsmakers □ Newsmakers

▪ Prairie State College is the proud winner of two awards from the Association of Community College Trustees. President **Tim Lightfield** was named the outstanding CEO for ACCT's Central Region, while nursing professor **Ida Green** received the region's Faculty Member Award. Prairie State is the first to win two ACCT regional awards in the same year.

2 Illinois students make All-USA Team

Two Illinois students are among the 63 members of the All-USA Academic Team for Two-Year Colleges, sponsored by *USA Today* newspaper, the American Association of Community Colleges, and Phi Theta Kappa. Kankakee Community College's **Donald Rehmer** won a spot on the First Team and a $2,500 prize, while Elgin Community College student trustee **Bill Eineke** was named to the Second Team.

Anderson honored by SSC board

South Suburban College recently recognized trustee Robert Anderson (center) for his 26 years of board service. ICCTA executive director Gary Davis (left) and SCC board chair Frank Zuccarelli were among those on hand to offer their thanks.

ICCTA Annual Convention ▪ June 16–18, 1994 ▪ Call 217/528-2858 to register

Enrollments

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seeking a baccalaureate degree, community colleges are no longer simply "junior colleges." Instead, they are places where hundreds of thousands of people go to advance their career through the upgrading of skills. For over 83,000 minority students, the challenge is to improve basic and critical skills to the point where college study can begin. Other students are challenged to acquire the skills that will make them more productive and therefore more employable.

What are the implications of ICCB's findings for Illinois community college trustees? Boards should decide whether they are satisfied to be serving their current array of students. What groups are underserved? Should some groups pay more? (In California, students who already hold degrees pay a tuition premium by order of the state legislature. In some states, students in high-demand, high-cost programs such as nursing are asked to pay higher tuition rates.)

If community colleges are serving the right groups of students, how well are they serving them? Boards should invite their presidents to share evidence that current instructional programs effectively prepare students for gainful employment and/or transfer.

Do the data show that students are encouraged to continue their studies after completing their community college courses? Are employers satisfied with the comportment and skill level of the community college students whom they hire? Are the students satisfied with their development at the college? These are questions that boards should be pursuing.

Copies of *Student Enrollments and Completions in the Illinois Community College System* are available by calling 217/785-0123.

Gary W. Davis is executive director of the Illinois Community College Trustees Association.

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